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ABSTRACT

This manual, intended for inexperienced and experienced coordinators, school administrators, and guidance personnel, is designed to provide practical suggestions for initiating, developing, operating, coordinating, improving, and evaluating cooperative office education programs. Major content is presented primarily in outline form under the following headings: Philosophy of Cooperative Office Education; Definitions, Requirements, and Standards for Cooperative Office Education I and II; General Objectives and Benefits of a Cooperative Office Education Program; Establishing a Cooperative Office Education Program (Interest of School Personnel, Steps in Establishing a Cooperative Office Education Program, The Teacher-Coordinator, Recruitment of Students, Facilities and Equipment); Coordination Activities (Advisory Committee, Public Relations, Training Stations, Training Agreement and Training Plan, Selecting Co-Op II Students, Evaluating the Program, Preparing and Maintaining Records); Federal and State Laws; Areas of Accountability for Teacher-Coordinator; Behavioral Objectives and Suggested Units of Study for Co-Op I (Office Orientation, Personal Development, Getting the Job You Want, Basic Skills, Business Letters, Mailing and Shipping, Records Management and Filing, Receptionist Training, Telephone and Telegraph Services, Copying and Duplicating Machines, Office Machines); Behavioral Objectives and Suggested Units of Study for Co-Op II (Secretarial Procedures, Specialized Typewriting, Machine Transcription, Financial Records); and Supplemental Units (Civil Service Office, Insurance Office, Introduction to Data Processing, Legal Secretary, Medical Secretary, Office Management, Personal Money Management, Real Estate Office, Business Terminology). A list of resource materials and 15 forms for use in establishing a cooperative office education program are included. (HD)

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COOPERATIVE OFFICE EDUCATION MANUAL

Prepared by

State Department of Education
Office of Vocational Education
Office Occupations Education
Columbia, South Carolina 29201

In Cooperation With

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Clemson University
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PREFACE

This manual is the result of a combined effort of Cooperative Office Education coordinators of South Carolina who participated in two workshops in Charleston and Columbia to develop the manual. The manual was utilized on an experimental basis by the coordinators during 1974-75 and appropriate revisions were made in the manual during June of 1975. It is intended to provide practical suggestions for initiating, developing, operating, coordinating, improving, and evaluating Cooperative Office Education programs. The manual can be used as a guide for inexperienced and experienced coordinators, school administrators, and guidance personnel.

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TABLE OF CONTENTS

	Page
Philosophy of Cooperative Office Education	1
Definition	2
Requirements and Standards for Cooperative Office Education I	2
Requirements and Standards for Cooperative Office Education II	2
General Objectives of a Cooperative Office Education Program	3
Benefits of a Cooperative Office Education Program	4
Establishing a Cooperative Office Education Program	6
Interest of School Personnel	6
Steps in Establishing a Cooperative Office Education Program	6
The Teacher-Coordinator	6
Coordination Plan	6
Recruitment of Students	7
Facilities and Equipment	7
Coordination Activities	8
Advisory Committee	8
Public Relations	9
Training Stations	9
Training Agreement and Training Plan	11
Selecting Co-Op II Students	11
Evaluating the Program	13
Preparing and Maintaining Records	13
Federal and State Laws	15
Areas of Accountability for Teacher-Coordinator	16
Behavioral Objectives of Co-Op I	20
Suggested Units of Study for Co-Op I	21
Office Orientation	21
Personal Development	22
Getting the Job You Want	23
Basic Skills	25
Business Letters	27
Mailing and Shipping	29
Records Management and Filing	32
Receptionist Training	35
Telephone and Telegraph Services	36
Copying and Duplicating Machines	38
Office Machines	40
Behavioral Objectives of Co-Op II	42
Suggested Units of Study for Co-Op II	43
Secretarial Procedures	43
Specialized Typewriting	46
Machine Transcription	48
Financial Records	49
Supplemental Units	52
Civil Service Office	53
Insurance Office	55
Introduction to Data Processing	57
Legal Secretary	59
Medical Secretary	61
Office Management	62
Personal Money Management	64
Real Estate Office	65
Business Terminology	67

Forms Section 70
Resource Materials 96
Sources of Supplementary Materials 97
Instructional Materials 100
Instructional Materials Available Through the South Carolina State Department of Education 108
Newspaper Publicity Tips 110

LIST OF FORMS

Page

Letter of Appointment to Advisory Committee 72

Letter of Appreciation to Advisory Committee 73

Training Agreement 74

Elements of a Training Plan 75

Sample Training Plan 76

Student Application 77

Employer's Progress Report of Student 78-79

Teacher-Coordinator Visitation Report 80

Cooperative Job Training Time Card 81

Student Interview Introduction Card 82

Follow-up Questionnaire 83

Federal Form WH-205 85

Parental Letter 87

Parental Permission Form 88

Application for Cooperative Office Education Program 89

Plans for Course 90
Equipment List 91
Consumable and/or Instructional Supplies 92
Manpower Requirements to Conduct Proposed Courses 93
Proposed Budget 94

PHILOSOPHY OF COOPERATIVE OFFICE EDUCATION

Cooperative Office Education is designed to prepare students for office careers. Since the office is the nerve center of a business, coordinators should be held accountable for each student's mastery of those skills needed for entrance and advancement in specific office occupations.

Office occupations is rapidly expanding, and all qualified office occupations students should have the opportunity to participate in the cooperative program.

An effective program developed through the cooperative efforts of the school, business, and community will help students develop worthy business attitudes and patterns of behavior which will encourage productive citizenship.

DEFINITION

Cooperative Office Education is a two-year program designed to prepare students for entry-level employment. Classroom instruction is combined with on-the-job training relative to student occupational objectives.

Cooperative Office Education I is a one-period, pre-employment laboratory class period conducted during the junior year. Simulated work experience is provided each student. Skills and knowledges necessary for success in the Cooperative Office Education II program are developed and refined.

Cooperative Office Education II combines two classroom periods of related instruction with part-time student employment experience. Through the use of individualized training plans, the employer and the teacher-coordinator assist the student in making a smooth transition from the high school environment to the world of work.

REQUIREMENTS AND STANDARDS FOR COOPERATIVE OFFICE EDUCATION I

A student-learner

- must be an office occupations major.
- must be fifteen (15) years of age or older and regularly enrolled in grade eleven.
- must have completed a full year of vocational Typewriting I prior to entering Cooperative Office Education I.
- will receive one (1) unit of credit upon successful completion of Cooperative Office Education I.

REQUIREMENTS AND STANDARDS FOR COOPERATIVE OFFICE EDUCATION II

A student-learner

- must have successfully completed Cooperative Office Education I.
- must be recommended by the teacher-coordinator.
- must be sixteen (16) years of age.
- must be an office occupations major.
- must work a minimum of 300 hours in an office position for one (1) unit of credit.
- must work a minimum of ten (10) hours per week continuously throughout the school year.
- must keep accurate time cards and have cards signed by the training station supervisor.

- must notify the teacher-coordinator and training station supervisor if unable to go to work.
- must notify the teacher-coordinator whenever a problem arises at work.
- must dress appropriately for an office and display proper office behavior.
- must attend school for one-half the day and have regular school attendance.
- must furnish his/her own transportation.
- must abide by the policies of the school as well as those of the training station.
- must be employed in an office position by October 15.
- will receive two (2) units of credit for the classroom instruction.

The teacher-coordinator must be a full-time cooperative office education teacher with two classes of Cooperative Office Education I and one class of Cooperative Office Education II. Each class of Cooperative Office Education I should have approximately 30 students enrolled. The Cooperative Office Education II should have 15 (minimum) to 25 (maximum) students enrolled. Two periods of released time are to be provided in the afternoon for coordination activities. The coordinator should have all the students in the Cooperative Office Education II program placed on the job no later than October 15 yearly.

GENERAL OBJECTIVES OF A COOPERATIVE OFFICE EDUCATION PROGRAM

1. To prepare students for full-time employment or further training in higher education following graduation from high school.
2. To give students background training which will bridge the gap between school life and occupational competency.
3. To present, develop, and refine the office skills necessary for entry-level employment.
4. To encourage regular attendance in school and on the job.
5. To provide an opportunity, through on-the-job training, for students to acquire additional skills and knowledges needed for future job competency.
6. To promote feelings of achievement and self-respect in the student.
7. To provide an opportunity for students to make social adjustments and develop the ability to work well with others.
8. To provide a well-equipped laboratory in which students practice the skills, knowledges and attitudes needed for successful employment.
9. To develop sound personal money management practices.
10. To cooperate with businessmen in the community in helping meet the needs of office employees.

11. To guide the students in selecting the job most suited to them.
12. To encourage students to become productive citizens in the community.
13. To stress the importance of being able to follow directions and accept constructive criticism.
14. To develop desirable work habits and attitudes.
15. To provide realistic learning experiences and financial assistance.
16. To emphasize the importance of punctuality, dependability, accuracy, neatness, and responsibility.
17. To develop a general economic understanding of business operations.
18. To help create a normal, healthy, and sincere attitude toward work.
19. To assist the student in adjusting to an office routine.
20. To help the student understand the necessity for good health habits.

BENEFITS OF A COOPERATIVE OFFICE EDUCATION PROGRAM*

BENEFITS TO THE STUDENT

The student:

1. Acquires skills and knowledges while receiving on-the-job training in an office.
2. Is motivated to learn, both on the job and in class, because of meaningful experiences.
3. Develops self-confidence, independence, and a sense of security.
4. Earns money and learns to appreciate its value.
5. Develops businesslike traits and attitudes.
6. Has an opportunity to select the occupational area for which he is best suited.
7. Learns how to get along with adults in a business atmosphere.
8. Is encouraged to complete high school and possibly further his/her education to achieve a more specialized career.
9. Enters full-time employment with office experience.
10. Will assess aptitudes and interests in order to determine future educational and occupational needs.
11. Has an opportunity to correlate general, academic, and office education with on-the-job training.

12. Receives guidance from teacher/coordinator, supervisor on the job, and co-workers.

BENEFITS TO THE SCHOOL

The school:

1. Will meet the needs of more students.
2. Will receive cooperation from employers in enriching the curriculum.
3. Has an opportunity to keep abreast of current business practices and procedures.
4. Will have an improved public relations image with the community.
5. Will utilize the office facilities of cooperating employers in the community as a laboratory for practical training.
6. Will provide a more realistic guidance program for students with office occupations objectives.
7. Will provide office occupations information that is meaningful and up to date.
8. Will have a well-equipped laboratory for training in the classroom.

BENEFITS TO THE EMPLOYER

The employer:

1. Is able to obtain a part-time employee when the need arises.
2. Is aware of the office occupations curriculum and has an opportunity to express ideas for improving the curriculum.
3. Is relieved of the cost of some on-the-job training.
4. Has a steady source of well-qualified workers for full-time employment.
5. Gains an understanding and appreciation of the office occupations program in the school and of the mutual training problems faced by teachers and businessmen.
6. Learns how to improve the efficiency of all employees by his participation in the Cooperative Office Education Program.

**From: Teaching Guide for Cooperative Office Education, Virginia State Department of Education.*

ESTABLISHING A COOPERATIVE OFFICE EDUCATION PROGRAM

INTEREST OF SCHOOL PERSONNEL

In most cases, a Cooperative Office Education Program is initiated by an interested office occupations teacher who sees the need for the program in the school and the community. In some instances, administrators or businessmen may be the interested parties. Chances of incorporating a cooperative program are greater if the idea originates with the school personnel. Enthusiasm on the part of the office occupations teacher is a must! The understanding and cooperation of the administrators, guidance personnel, and the rest of the school faculty is essential for a successful Office Education Cooperative Program.

STEPS IN ESTABLISHING A COOPERATIVE OFFICE EDUCATION PROGRAM

1. An interested office occupations teacher approaches the school administration.
2. The administration approves the concept.
3. A school survey is conducted to determine student interest.
4. A community survey is conducted to determine businesses interested in such a program.
5. An application is submitted to the Office of Vocational Education.
6. Select the coordinator.

THE TEACHER-COORDINATOR

The selection of a teacher-coordinator is of great importance because this person is responsible for teaching, supervising, and correlating the related instruction and work experiences of the cooperative students. In addition to being certified in commerce, the teacher-coordinator should be able to work well with employers, employees, school administrators, and faculty. He should possess a pleasing personality, self-confidence, and pleasing appearance as well as an interest in school, business, and community activities.

After a qualified teacher-coordinator has been employed, arrangements should be made for him to proceed with coordination activities. The teacher-coordinator should be authorized to solicit cooperation from employers, interview prospective cooperative students, locate proper teaching and audio visual materials, and arrange individual training plans.

COORDINATION PLAN

Coordinators need a planned program of coordination activities in order to carry out a cooperative program. Suggested guidelines to follow:

A. Plan a coordination calendar covering activities to be accomplished each month.

   1. Record a –
      a. List of all training stations.
      b. List of all potential training stations.
      c. List of program promotion activities (newspaper, radio, television, speeches).
   2. Determine the number of calls you can make weekly.
   3. Group visits according to location.
   4. Keep a record of each call.
   5. Keep administration advised of your schedule.

B. Develop training plans and related instruction.

1. Employer and coordinator should develop individual training plans.
2. Plan related instructional program.

RECRUITMENT OF STUDENTS

The teacher-coordinator should begin recruitment of prospective students in the ninth grade. Suggestions for recruiting students:

1. Invite guidance personnel into the department several times a year.
2. Arrange an assembly program for ninth and tenth grade students explaining goals of the program and requirements for enrolling.
3. Prepare slides of former cooperative students on the job to show in assembly program.
4. Conduct surveys.
5. Disseminate brochures.
6. Conduct a tour of Cooperative Office Education laboratory.
7. Invite former and present cooperative students to tell about their jobs.

FACILITIES AND EQUIPMENT

The cooperative education classroom should be large enough to accommodate approximately 30 students and should be equipped with modern, up-to-date office equipment and furniture.

The classroom should resemble a business office as nearly as possible since the overall objective of the program is to train students for entry-level job competency.

Similar machines should be grouped together and electrical outlets installed at convenient locations. The grouping should conform to acceptable business standards.

A model office with a telephone is recommended as part of the layout. The teacher-coordinator could use this room for interviewing students, having conferences, etc. Student participation in the model office is a way of providing constant training. (Example — answering the telephone, filing, etc.)

COORDINATION ACTIVITIES

ADVISORY COMMITTEE

Importance of an Advisory Committee

A carefully selected advisory committee can be extremely helpful in advising and assisting the teacher-coordinator in the operation of the program. The committee can contribute to the success of the program by:

- Helping determine employment opportunities in the community.
- Helping determine the kind and amount of training needed by future office workers.
- Helping locate training stations.
- Assisting in promotion of the program.
- Providing resource speakers.
- Participating in the evaluation of the program.

Appointing an Advisory Committee

The advisory committee should be selected as soon as possible after the inception of a Cooperative Office Education Program. This committee should consist of the teacher-coordinator, superintendent, and principal/director as permanent members, along with three to five additional members from the community. Those invited to serve should be businessmen and women who are interested in youth and in the community, i.e., lawyer, newspaper representative, guidance counselor, personnel manager, working parent of a student, secretary. Time of appointment should be alternated in order to prevent the program having an entirely new committee at any one time.

The teacher-coordinator should prepare a list of qualified persons to serve on the committee and present it to the local superintendent. The superintendent should extend an invitation in writing to the selected candidates. (See form in Forms Section.)

Teacher-Coordinator's Relationship with an Advisory Committee

The teacher-coordinator should serve as temporary chairman of the committee until a chairman is selected by the members of the committee. The teacher-coordinator then usually serves as secretary of the advisory committee.

There is no general rule regarding the number of meetings to be held each year. It is recommended, though, that three to four meetings be held annually. However, a new program may necessitate more than four meetings.

In planning an advisory committee meeting, the teacher-coordinator should:

- Plan the agenda in cooperation with chairman of committee members.
- Prepare materials to be presented.
- Reserve a meeting room.
- Notify members of meeting date.
- Mail agenda to committee members prior to each meeting.
- Invite school administrators, fellow office occupations teachers, and other special guests.
- Check the room reservation before scheduled meeting.

- Organize furniture in meeting room.
- Call members to remind them of meeting.
- Prepare minutes of previous meeting.

PUBLIC RELATIONS

A well-organized public relations program is needed to make a Cooperative Office Education Program successful. In general, public relations activities entail keeping the community (school personnel, parents, students, businessmen, and news media) aware of the program and the benefits it provides. The teacher-coordinator is the key person in initiating and carrying out the public relations activities. However, he can solicit help from the advisory committee, school personnel, students, and former employers of cooperative students. Support and cooperation must be maintained by the public.

Suggestions for promoting a Cooperative Office Education Program:

- Prepare bulletin board illustrating opportunities in office occupations with brochures and pamphlets.
- Speak to civic, business, and school organizations. (Show slides of former students on the job, have former students tell of their experiences, etc.)
- Prepare a description of program and have calling cards printed. Distribute both to various civic and business organizations.
- Appear on a local radio and/or television program.
- Visit or write letters to parents of prospective students.
- Prepare news releases including pictures of students in the classroom and on the job.
- Plan a television program during Vocational Education Week.
- Ask annual staff to photograph co-op students at work for annual ads.
- Plan an "Open House" for employers to observe the classroom equipment and activities.
- Visit offices in the community and representatives of manufacturers of business machines.
- Publish statistics of co-op graduates.
- Furnish the guidance counselor with proper information -- description of the program, survey forms for interested students, brochures, and pamphlets.
- Place an ad in the newspaper to thank the participating employers and the members of the advisory committee.
- Present an Employer-of-the-Year award.
- Plan a co-op luncheon or banquet for employers.
- Present certificates of appreciation to employers.

TRAINING STATIONS

Training stations should be selected carefully. The teacher-coordinator must keep in mind that the main purpose of a training station is to provide quality office experience for a student/learner in preparation for an office occupation. School administrators, advisory committee members, chamber of commerce, civic organizations, service clubs, the state employment office, and former cooperative students may assist in locating training stations. The teacher-coordinator should continue throughout the year to contact prospective training station employers. Some students may need to change training stations in order to meet individual career objectives.

Criteria for selecting training stations:

- Reputation of the business establishment.
- Type of office work performed.

- Environment of the office.
- Availability of proper supervision.
- Planned office experience related to capabilities of student/learner.
- Understanding of program objectives and willingness to participate in the program.
- Wages paid the student/learner should be comparable to that paid other inexperienced part-time employees performing similar tasks.
- Adherence to the training plan.
- Provide a minimum of 10 hours of employment per week.
- Observation of laws regarding employment of minors.
- Allow teacher-coordinator to make periodic visits and observe student/learner.
- Willingness to submit work appraisals of student/learner's performance.
- Provide time for conferences with teacher-coordinator to discuss progress or problems.
- Ability to offer a variety of training experiences.
- Safety measures exercised for the welfare of the student/learner.

Evaluating Training Stations

The overall training station should be evaluated in terms of its effectiveness in meeting the needs of the students and the community. Students are in the best position to know whether training stations have been helpful in preparing them for employment. A constant informal evaluation should be made during the school year to determine what might be done to further improve their training.

The teacher-coordinator should continuously strive to improve the quality of training station instruction by:

- Arranging for a designated individual to supervise each student.
- Seeing that a written training plan for each student is carefully prepared.
- Ascertaining that the training station follows the training plan.

Visiting by Teacher-Coordinator

Communication between the business and school is important. A teacher-coordinator must visit student/learners on the job at least once each grading period and more if the situation warrants it.

A teacher-coordinator visits a training station in order to:

- Become familiar with the duties being performed by the student/learner.
- Determine what individualized units of instruction should be implemented in the classroom.
- Obtain resource materials and suggestions for use in related instruction in the classroom.
- Become more aware of the training station's policies.
- Observe performance of the student.
- Observe the student/learner's dress, grooming, office etiquette, and telephone manners.
- Discuss with the supervisor student progress and ways to improve student performance.
- Ensure that a student/learner is receiving meaningful office experience.
- Ensure that the student/learner is not being exploited.

TRAINING AGREEMENT AND TRAINING PLAN

The Training Agreement

When an employer has agreed to employ a cooperative student, a training agreement should be signed by the employer, teacher-coordinator, student, principal, and parents. The agreement outlines the responsibilities of the employer, teacher-coordinator, and student.

The training agreement is needed in order to prevent misunderstandings about the responsibilities of those persons involved in the operation of the program. A teacher-coordinator should explain the purpose of the agreement and indicate that it is not a legally binding contract. One copy of each training agreement is to be mailed to the office occupations consultant. (See form in Forms Section.)

Developing the Training Plan

The preparation of a training plan should be a joint effort of student, teacher-coordinator, and training supervisor. The plan should indicate a list of duties to be performed by the student/learner and whether the student/learner will receive instruction in developing job competency in the classroom, on the job, or both locations. This agreement is a valuable guide to the teacher-coordinator in determining the related instruction in the classroom. The plan should provide a summary of the competencies to be developed by the student/learner for success in the chosen career objectives.

The training plan should be developed as soon as possible after the student/learner has been placed at a training station. The plan may also be developed before placing the student/learner on the job. (See sample in Forms Section.)

Steps in completing a training plan:

- Explanation of the purpose of the training plan to supervisor and student/learner
- Preparation of job description for career objective
- Order of instruction (sequence) – on the job
- Order of instruction (sequence) – in the classroom
- Proficiency attained

SELECTING CO–OP II STUDENTS

The teacher-coordinator should carefully select 20 to 25 Cooperative Office Education II students from the Cooperative Office Education I students in the spring of the junior year. The teacher-coordinator should work closely with faculty, guidance, and administration in helping select prospective Cooperative Office Education II students. However, the teacher-coordinator has the ultimate responsibility for acceptance of students into the program.

Factors to be considered in selection:

Students must

- be "ready" to enter the part-time employment phase of a Cooperative Office Education Program.
- have basic marketable skills.
- have stated career objectives.
- want to work and have the ability to profit from the program.
- have the ability to work with others.

- be willing to accept responsibility and follow instruction.
- be able to work sufficient hours to make work meaningful and realistic.
- have regular school attendance.
- be mentally and emotionally mature to cope with office problems.
- be pleasant and presentable.
- have parental consent.
- be responsible for their own transportation.
- be in excellent health.
- be 16 years of age.

Suggested procedures for selecting students for Cooperative Office Education II:

- Completed application form by interested Co-op I students.
- Paper stating reasons for desiring to continue in the co-op program.
- Individual interviews with students.
- Review complete school records of interested students.

Class Schedules

Through careful counseling and subject scheduling, cooperative students should have fulfilled most of the requirements for graduation at the end of the eleventh grade. Senior students participating in the cooperative program (part-time employment phase) divide their time between school and a part-time job. **These students must be scheduled so that they attend school part of the day and work for the remainder of the day.** Because these students devote 10 to 20 hours to on-the-job employment and 10 hours to related instruction in the classroom weekly, little homework should be assigned. However, outside assignments are a problem which must be solved locally. Cooperative students should be able to participate in school activities and not be set aside as an isolated group because of their work schedules.

Student Placement

The teacher-coordinator should place Cooperative Office Education II students at training stations by October 15. The career objective, aptitude, interest, ability, and previously acquired skills should be carefully considered before placing a student. Personalities of the student/learner and the supervisor should also be considered.

After the teacher-coordinator has selected several qualified students for a particular training station, the employer should be contacted to schedule interviews. Usually three students are scheduled for each interview in order to provide a realistic, competitive employment situation for the students. If a student is employed prior to his enrollment in the second phase of the program, the teacher-coordinator is responsible for discussing the program with the employer and determining if the business would provide suitable training for the student/learner. If the training station is not suitable, hours worked cannot be considered for credit. Student must terminate such employment as soon as a suitable training station is located.

Students should be trained in interview techniques before going for an interview. Training may be acquired during Cooperative Office Education I and again at the beginning of Cooperative Office Education II. Students should be given precise information on preparing for an interview.

Determining Student Progress

Student progress should be evaluated on a systematic basis by the supervisor and the teacher-coordinator in an effort to determine the areas of performance that need improvement and to identify needed adjustments in the classroom and on the job that will aid the student's progress.

The teacher-coordinator will furnish the supervisor a progress report form to be completed each grading period. The form includes an area for personal traits and skills. This report along with discussions with the training supervisor and personal observations will determine the level of performance. The teacher-coordinator should schedule individual conferences with students to discuss their performance reports and comments made by their supervisors. (See form in Forms Section.)

The teacher-coordinator should also schedule a conference with the cooperative student whenever he/she encounters a problem at work, school, or in personal matters. The conference can be used by student and teacher-coordinator in planning and evaluating segments of related instruction.

EVALUATING THE PROGRAM

The teacher-coordinator and local administrators will evaluate the overall program in terms of its effectiveness in meeting the needs of the students and the community. A constant informal evaluation should be made during the school year and a more formal evaluation made at the end of the school year. Follow-up of graduates is helpful in program evaluation.

The purpose of evaluation is to determine the strengths and weaknesses of the program, whether or not stated objectives are being met, and ways for improving the program. The teacher-coordinator should evaluate the program by examining the resource materials used in the classroom, comments of former participating businessmen, suggestions of the advisory committee, and performance of student/learners on the job.

A follow-up study shall be maintained on cooperative office education graduates for a period of five years to determine how many have remained in the occupation for which they were trained or have entered a related occupation. The study should note the number of students who advanced on the job without additional training, and the number who received training after high school.

PREPARING AND MAINTAINING RECORDS

Each cooperative office education teacher-coordinator will report enrollment, follow-up, and program completions yearly through the Basic Educational Data System.

Each student must prepare a monthly time card listing the number of hours worked. A summary of the tasks performed should accompany the time sheet. The two reports will become a part of the student's file. (See form in Forms Section.)

Follow-up reports on cooperative office education graduates shall be maintained by the teacher-coordinator for a period of five years.

A follow-up is necessary in order to:

- Determine the types of jobs being performed.
- Determine the duties and responsibilities of workers.
- Obtain information on how the cooperative program can better train office workers.
- Identify new equipment being used in offices.
- Determine the success of former graduates and the degree to which their cooperative training helped.

Follow-up studies may be done by mailing a questionnaire, telephoning, or asking a relative or friend. The questionnaire is most commonly used. (See form in Forms Section.)

FEDERAL AND STATE LAWS

LABOR LAWS

Every precaution should be taken to comply with all segments of labor laws pertaining to student/learners.

Information concerning legal requirements for wages, hours, and working conditions for student/learners may be obtained from:

U. S. Department of Labor
Employment Standards Administration
Wage and Hour Division
1371 Peachtree Street, N.E., Room 331
Atlanta, Georgia 30309

A discussion of the minimum wage and hour law should be held between the teacher-coordinator and the prospective employer. If a business comes under the minimum wage and hour law, a student/learner must be paid minimum wages. There is one exception — sub-minimum wages may be paid if an employer makes application to the U. S. Department of Labor. The government provides applications which the teacher-coordinator should keep on hand. (These may be obtained from the above address.) The teacher-coordinator is responsible for filling out two copies of the application (Form WH-205) and mailing them immediately to the regional office. A copy should also be retained by the employer. (See form in Forms Section.)

The teacher-coordinator should maintain contact with local or area representatives of the Department of Labor. When questions arise concerning federal labor regulations, school authorities should seek the advice of the representative of the nearest U. S. Department of Labor Office.

TITLE IX

Discrimination on the basis of sex is banned in all federally funded programs.

AREAS OF ACCOUNTABILITY FOR TEACHER–COORDINATOR

The teacher-coordinator is the key person in a Cooperative Office Education Program. The success or failure of a program depends largely upon the manner in which a teacher-coordinator performs his duties and responsibilities.

RESPONSIBILITIES OF A TEACHER–COORDINATOR

General Responsibilities

Plan the program.

Assemble the proper teaching aids.

Utilize various types of teaching techniques to meet the needs of students and the community.

Assist in guidance.

Act as a public relations person.

Coordinate the entire program.

Specific Responsibilities

Administrative activities

Plan program objectives.

Prepare an annual budget.

Make community surveys for types of training needed and up-to-date equipment being used in office.

Participate in professional organizations.

Read professional literature to keep abreast of latest trends and developments in business and industry.

Organize and work closely with advisory committee.

Maintain cooperative students' personnel records.

Prepare and send in reports on time.

Evaluate and adjust program periodically.

Correlate classroom instructions with on-the-job training

Determine, develop, and assemble needed instructional materials.

Maintain up-to-date resource materials.

Teach and direct individual projects.

Evaluate learning outcome.

Observe changing procedures in office training stations periodically.

Guidance and selection of students

Describe program to students.

Work with school guidance personnel.

Provide information about the cooperative education program.

Counsel entering students and inform their parents about the cooperative program.

Obtain information on prospective cooperative students.

Assist in scheduling.

Help students with career planning.

Make available college and technical school catalogues.

Place students in training stations

Select suitable office training for each student.

Locate employers willing to participate in the cooperative program (begin during the summer when possible).

Maintain communication with continuing training sponsors during the summer.

Explain program and participation of each to employer, supervisor, and co-workers.

Prepare students for interviews.

Place students on the job.

Assist students in making personal adjustments

Aid in helping to correct poor personal traits.

Discuss personal and socio-economic problems.

Discuss educational problems.

Stress proper behavior and grooming for an office.

Encourage student to participate in some extra curricular activity.

Assist students in adjusting to work

Help students on the job.

Discuss job problems.

Have conferences with training supervisor regarding student/learner's adjustment.

Evaluate student/learner's progress.

Improve training on the job

Establish job responsibilities.

Develop training plans.

Consult and assist training supervisor.

Stress the importance of the training.

Maintain good public relations

Plan publicity programs.

Prepare exhibits and displays.

Prepare publicity for newspapers.

Keep faculty, parents, community, employers, school administration, and student body aware of the cooperative program.

Conduct an annual employer appreciation activity.

Provide services to graduates

Provide guidance and placement services to graduates.

Follow-up graduates.

SUGGESTED CURRICULUM GUIDE
FOR
COOPERATIVE OFFICE EDUCATION
I AND II

BEHAVIORAL OBJECTIVES OF CO–OP I

Upon completion of Cooperative Office Education I, the student will be able to:

1. Discuss career opportunities for office workers.
2. List the personal qualities needed by an office worker.
3. Complete an application blank, type an application letter, and act out an interview correctly.
4. Perform simple money transactions using addition, subtraction, multiplication, division and conversion of fractions and decimals.
5. Perform arithmetic calculations involving percentages, averages and measurements.
6. Type mailable letters accurately using an electric typewriter.
7. Type letters from rough drafts making corrections, necessary insertions, and deletions.
8. Compose simple letters.
9. Identify and use the proper methods of correcting typographical errors.
10. Type business forms, tables, reports accurately.
11. List the classes of mail and prepare mail correctly.
12. File and retrieve correctly using alphabetic and numeric systems.
13. Demonstrate proper telephone techniques.
14. Operate copying machines correctly.
15. Operate the spirit and stencil duplicating and offset machines correctly.
16. Type spirit masters, stencils, and offset masters accurately.
17. Calculate addition, subtraction, multiplication, and division problems accurately using a ten-key or full-keyboard adding machine.
18. Calculate addition, subtraction, multiplication, and division problems accurately using a printing or an electronic calculator.
19. Transcribe at the typewriter from a transcribing machine, making corrections.
20. Discuss the duties and the desirable personal qualities of a receptionist.

SUGGESTED UNITS OF STUDY FOR CO–OP I

OFFICE ORIENTATION

OBJECTIVES

The student will be able to:

1. List the general responsibilities and tasks of office workers.
2. Identify types of offices, ten kinds of office occupations, and list duties of each occupation.
3. Identify the opportunities available for the above mentioned occupations.
4. List the most important personal qualifications, knowledges, and skills necessary for employment.
5. Determine the importance of a job to the total operation of a business.
6. Determine the necessary knowledges for selecting a career, preparing for a career, and accepting employment.

CAREER OPPORTUNITIES FOR OFFICE WORKERS

A. Responsibilities and Tasks
   1. Type mailable letters
   2. Handle mail
   3. Keep records
   4. Greet people
   5. Use the telephone
   6. Process data (detailed information)
   7. Reproduce business papers
   8. Prepare reports
   9. Keep inventory records
   10. Perform financial duties

B. Types of Offices
   1. Financial (banking, brokerage)
   2. Sales, advertising, and production
   3. General administrative
   4. Staff offices (including personnel, public relations, public information)
   5. Professional offices (legal, medical and hospital, engineering and scientific, etc.)
   6. Government

C. Job Classifications and Descriptions
   1. General Clerk
   2. Typist
   3. Stenographer
   4. Secretary
   5. Receptionist
   6. Accounting Clerk
   7. File Clerk
   8. Payroll Clerk
   9. Office Machines Operator
   10. Mail Clerk

D. Rewards of Employment
   1. Promotional practices
   2. Training and opportunities for advanced study offered in business and in the community
   3. Compensation
   4. Career satisfaction

OBJECTIVES

The student will be able to:

1. List the qualities of a good voice.
2. Develop proper nutritional habits.
3. Develop poise and good grooming.
4. Cite the importance of personal hygiene.

PREPARATION FOR AN OFFICE CAREER

A. Personal Analysis
   1. Personality factors
   2. Ability to perform
   3. Character traits
   4. Appearance
   5. Hobbies and interests
   6. Inventory of strengths and weaknesses
   7. Voice development

B. Interpersonal Relations
   1. Intellectual awareness
   2. Relationships with others
   3. Emotional conflicts
   4. Development of personal attributes
   5. Personal efficiency
   6. Self-appraisal and improvement

C. Business Expectations of Office Workers
   1. Acceptable speech, manners, and grooming
   2. Appropriate attire for work
   3. Desirable work attitudes and habits
      a. Punctuality
      b. Loyalty
      c. Courtesy
      d. Initiative
      e. Responsibility

SUGGESTED ACTIVITIES

Complete self-evaluation forms.

Invite guest speakers (personnel director, employers, grooming consultants).

Dress for an office (each student comes to class dressed appropriately for the office).

OBJECTIVES

The student will be able to:

1. Complete an application blank neatly and accurately.
2. Compose and type an application letter and a resume.
3. Role play the part of a job applicant in an interview.

PREPARATION FOR EMPLOYMENT

A. Sources of Employment
   1. Want ads
   2. State employment office
   3. Private employment office

B. Pre-planning
   1. Preparing the personal data sheet: neat, organized, exact, and correct
   2. Choosing appropriate office attire
   3. Preparing answers to possible questions in the interview
   4. Researching information about the company

C. Applying for a Job
   1. Application form
   2. Application letter and data sheet
   3. Application by phone
   4. Employment test

D. Interview
   1. Maintaining poise
   2. Answering questions
   3. Elaborating on organized answers when queried
   4. Obtaining information tactfully
      a. Job responsibilities
      b. Promotional opportunities
      c. Salary and advancement
      d. Fringe benefits
   5. Creating a favorable impression on interviewer
      a. Looking at him when answering questions
      b. Listening carefully
      c. Sensitivity to termination of interview
   6. Making a decision
      a. On-the-spot
      b. Following interview
   7. Follow-up procedures
      a. Thank you letter for interview
      b. Acceptance or rejection of offer

SUGGESTED ACTIVITIES

Obtain application, social security, withholding exemption, and other forms. Have students complete forms.

Type letter of application and data sheet.

Conduct mock interviews using VTR (video tape recorder). Invite guest to act as the interviewer.

Record the voice of each student.

Invite various speakers (personnel director, employers).

Dress for an office (each student comes to class dressed appropriately for the office).

Complete a sample employment test.

OBJECTIVES

The student will be able to:

1. Perform accurately arithmetic calculations involving percentages, averages, measurements, and simple money transactions using addition, subtraction, multiplication, division and conversion of fractions and decimals.

REVIEW OF BASIC ARITHMETIC

A. Addition
   1. Horizontal
   2. Vertical
   3. Decimals
B. Subtraction
   1. Horizontal
   2. Vertical
   3. Decimals
C. Multiplication
   1. Decimals
   2. Horizontals
   3. Price extensions
   4. Shortcuts
   5. Rounding numbers
   6. Estimating products
D. Division
   1. Decimals
   2. Computing averages
   3. Shortcuts
E. Fractions
   1. Addition
   2. Subtraction
   3. Multiplication
   4. Division
   5. Changing to decimals
F. Percentage
   1. Change to decimals
   2. Compute with percentages
G. Interest
   1. Formula
   2. Simple
   3. Compound
   4. Discounting
   5. Installment
   6. 60-day method
H. Discounts
   1. Trade
   2. Cash
   3. Chain
   4. Markup
   5. Markdown

SUGGESTED ACTIVITIES

Pre-test and teach to remedy weaknesses.

Compute purchases and sales invoices.

Compute interest on a bank loan.

OBJECTIVES

The student will be able to:

1. Identify the most commonly used letter styles.
2. Identify the punctuation style used in business letters.
3. Type a business letter using an acceptable style (mailable).
4. Type a business letter from a rough draft copy.
5. Type mailable letters making multiple copies.
6. Address envelopes accurately.
7. Compose simple business letters.

BUSINESS LETTERS

A. Letter Styles
   1. Modified Block (block and indented paragraphs)
   2. Block
   3. Simplified (AMS)

B. Letter Punctuation Styles
   1. Open
   2. Mixed

C. Characteristics of a Mailable Letter
   1. Correct horizontal and vertical placement
   2. Appropriate corrections
   3. Neat – no smudges or finger marks
   4. Clean and clear type

D. Standard Parts of a Business Letter
   1. Letterhead
   2. Date Line
   3. Inside Address
   4. Salutation
   5. Body
   6. Complimentary Close
   7. Signature, Typed Name, and Title
   8. Reference Initials
   9. Enclosure Notation
   10. Carbon Copy Notation

E. Additional Parts of a Letter
   1. Mailing Notation
   2. Attention Line
   3. Subject Line
   4. Separate Cover Notation
   5. Postscript
   6. Second page headings

F. Stationery

G. Carbon Copies
   1. Assembling and typing carbon packs
   2. Handling carbon paper
   3. Making corrections on original and carbon copies

H. Envelopes
   1. Address placement
   2. Sizes of envelopes
   3. Special notations
   4. Current postal regulations

I. Skills needed for Composing Letters
   1. Knowledge of English grammar
   2. Business vocabulary
   3. Ability to organize thoughts
   4. Acceptable structure of message
   5. Knowledge of proofreading marks

J. Types of Letters
   1. Acknowledgement
   2. Inquiry
   3. Appointment
   4. Reservations
   5. Regarding meetings
   6. Transmittal
   7. Thank you
   8. Follow-up
   9. Remittance
   10. Request (order goods or services)
   11. Form letter

SUGGESTED ACTIVITIES

Have each student prepare a skeleton letter form (listing parts of letter and style of punctuation). Prepare one for each letter style.

Collect samples of letterheads and discuss letter placement.

Collect actual business letters and discuss mailability.

Compose letters as needed for the classroom.

Compose thank you letters.

Type a mailable letter from rough draft.

OBJECTIVES

The student will be able to:

1. Identify the responsibilities in handling mail.
2. Select the best procedures for handling incoming and outgoing mail.
3. Use the materials and equipment in preparing the mail.
4. Identify the responsibilities of a mail clerk.
5. Handle large quantities of mail correctly.
6. Use shipping guides.
7. Classify mail and use proper postage.
8. Identify the special postal services.

COMPARISON OF HANDLING MAIL

A. In small offices
B. In medium offices
C. In large offices

PROCEDURES IN HANDLING INCOMING MAIL

A. Opening (check for enclosures, return addresses, and signatures)
B. Stamping (time and date)
C. Sorting
D. Routing
E. Keeping mail records
F. Photocopying
G. Distributing
H. Do not open mail marked "personal" or "confidential"

PROCEDURES IN HANDLING OUTGOING MAIL

A. Checking enclosures
B. Folding and inserting letters correctly
C. Sealing envelopes properly
D. Stamping
    1. Stamps
    2. Precancelled stamps and envelopes
    3. Stamped envelopes and cards
    4. Metered mail
    5. Zip codes
E. OCR (Optical Character Reader) Machine
F. Referring to Postal Manual
G. Classes of Domestic Mail and Proper Rate
    1. First-class
    2. Second-class
    3. Third-class
    4. Fourth-class
    5. Airmail

H. Special Postal Services
   1. Special Delivery
   2. Special Handling
   3. Registered Mail
   4. Certified Mail
   5. Insured Mail
   6. COD Service
   7. Tracing Mail
   8. Recalling Mail
   9. Money Orders
   10. Mail-gram
   11. Other
I. Volume Mailing
   1. Preparing, using, and updating mailing lists
   2. Collating (assembling materials)
   3. Chain feeding envelopes
   4. Use of addressing machine
   5. Stuffing envelopes
   6. Sealing and stamping envelopes
   7. Securing local and out-of-town mail separately
J. Postage Rate Information
   1. Classes of mail
   2. Special services

SHIPPING

A. Methods of Shipping
   1. Parcel Post
   2. Air Parcel Post
   3. Railway Express (REA)
   4. Air Express
   5. Bus Express
   6. United Parcel Service (UPS)
   7. Truck Transportation
   8. Railway Freight Service
B. Preparing Goods for Shipment
   1. Marking
   2. Packaging
C. Tracing Goods
D. Preparing Claim for Loss
E. Shipping Guides
   1. The United States Postal Service Manual
   2. The Express and Parcel Post Comparative Rate Guide
   3. Leonard's Guide

SUGGESTED ACTIVITIES

Speaker from U. S. Postal Service.

Field trip to Post Office and mail room of a large business.

Obtain copies of domestic postal rates and fees from local Post Office for each student.

Have students practice procedures for handling incoming mail.

Decide best way to send items – mail, shipping.

OBJECTIVES

The student will be able to:

1. Arrange names in alphabetical order correctly.
2. Arrange files in numeric order correctly.
3. Index a variety of documents having names, geographical locations, or numbers correctly.
4. Identify systems of filing.
5. Identify filing equipment.
6. Retrieve information from files.

REASONS A BUSINESS MAINTAINS RECORDS

A. Need for efficient storage of repetitively used records
B. Need to retrieve information

FILING TERMS

A. Indexing, alphabetizing, coding, sorting, inspecting, guides, labels, captions
B. Alphabetic, numeric, geographic, chronologic

NATURE OF BUSINESS RECORDS

A. Correspondence files
B. Examples of files

BASIC RULES FOR ALPHABETIC INDEXING

A. Rules for indexing
    1. Individual names
    2. Variations in names
    3. Company names
    4. Variations in company names
    5. Deviations from basic rules
    6. Geographic location filing
    7. Subject files
    8. Cross-referencing
B. Practice exercises and drills

BASIC RULES FOR NUMERIC FILING

A. Use of numeric files
B. Cross reference to alphabetic order
C. Chronological files

SPECIAL FILES

A. Central files
B. Microfilm

C. Computer tape files
D. Punched card
E. Card files
F. Microfiche

SYSTEMS OF FILING

A. Alphabetic
B. Numeric
C. Geographical
D. Chronological
E. Application analysis
F. Advantages and disadvantages of each system

HANDLING OF CORRESPONDENCE

A. Notations for signaling materials ready for filing
B. Procedure for preparing materials for filing
    1. Inspecting
    2. Indexing
    3. Coding
    4. Cross-referencing
    5. Sorting
    6. Labeling or marking folder
    7. Inserting
C. Practice filing projects using operations above

FILING EQUIPMENT

A. Cabinets (drawer-type)
B. Open shelf
C. Desk
D. Card files
E. Rotary
F. Visible
G. Vertical
H. Power

CONTROL, RETENTION, AND DISPOSITION OF RECORDS

A. Permanent record identification
B. Length of retention for certain records
C. Identification of active and inactive
D. Transfer and storage of file information
E. Charge-out
F. Follow-up

SUGGESTED ACTIVITIES

Field trip to office using numeric filing system – bank.

Visit a business having central files.

Give students alphabetic and numeric filing practice of letters, names, numbers.

Collect cards and other types of materials from the community and use them for filing practice.

OBJECTIVES

1. List the duties of a receptionist.
2. Identify the desirable personal qualities of a receptionist.

RESPONSIBILITIES OF A RECEPTIONIST

A. Receive and classify callers
B. Greet callers promptly and courteously
C. Schedule, record, handle, and cancel appointments
D. Perform housekeeping duties in receptionist area
E. Perform additional clerical duties
F. Keep alert to company policies
G. Answer the telephone
H. Interview people to secure required data

PERSONAL QUALITIES DESIRABLE FOR A RECEPTIONIST

A. Pleasing personality
B. Neat appearance
C. Poise
D. Good manners
E. Exact diction
F. Ability to relate with people
G. Courtesy
H. Friendliness
I. Patience
J. Good judgment
K. Tact
L. Initiative

SUGGESTED ACTIVITIES

Class discussion of kinds of callers and how to deal with them.

Skits to show proper ways to handle callers – introductions, dismissals.

OBJECTIVES

The student will be able to:

1. Use proper telephone techniques.
2. Use various types of telephone equipment.
3. Complete office forms usually associated with telephone usage.
4. Use telephone directories.
5. Place outgoing calls correctly (local and long distance).
6. Identify the types of telephone calls placed.
7. Identify the special long-distance services available.
8. Identify the types of domestic and international telegraph services.

SPECIAL TELEPHONE EQUIPMENT

A. Switchboard
B. Touch-tone
C. Rotary dial
D. Speakerphone
E. Automatic dialing
F. Picturesque
G. Mobile
H. Bellboy
I. Centrex

TYPES AND SELECTION OF LONG–DISTANCE SERVICES

A. Station-to-Station Calls
B. Person-to-Person Calls
C. DDD (Direct Distance Dialing)
D. Coin Calls
E. Collect Calls
F. Conference Calls
G. Mobile Calls
H. WATS (Wide Area Telephone Service)
I. Credit Card Calls
J. Overseas Calls
K. Teletypewriter Calls

USE OF DIRECTORY

A. White Pages
B. Yellow Pages
C. Service Information
D. Night, Sunday, Holiday Listings

HANDLING CALLS

A. Incoming Calls
B. Outgoing Calls

KEEPING TELEPHONE RECORDS

A. Itemized accounting of toll calls and charges
B. Recording conversations
C. Keeping record of frequently called numbers

TYPES OF TELEGRAPH SERVICE/TERMINOLOGY

A. Domestic
    1. Full-rate telegram
    2. Overnight
B. International
    1. Full-rate messages
    2. Cable letters
    3. Ship radiogram

DETERMINING COST OF SERVICE

A. Time zone
B. Type of service
C. Distance

SUGGESTED ACTIVITIES

Obtain the teletraining unit, films, charts, brochures, pamphlets, and other instructional materials from the local telephone company.

Plan field trips to telephone and telegraph companies.

Invite speaker from telephone company. (Demonstrate conference call.)

OBJECTIVES

The student will be able to:

1. Type spirit masters, stencils, and paper offset masters.
2. Operate spirit, mimeograph (stencil), offset duplicators, and wet and dry photocopiers.
3. Draw and write on a stencil using the mimeoscope (illuminated drawing board).
4. Identify the use of each machine.

PHOTOCOPIERS

A. Advantages
B. Types of machines
   1. Wet process (Electrostatic)
   2. Dry process (Infrared)
C. Use of either process

AUTOMATIC TYPEWRITERS

A. Advantages
B. Kinds

COLLATOR

A. Features
B. Advantages

STENCIL DUPLICATION

A. When to use stencil duplication
B. Preparation of stencil
   1. Placement
   2. Corrections
C. Advantages
D. Mechanics of stencil duplication
E. Selection of materials and supplies
F. Terminology of stencil duplication
G. Operation and maintenance of machine
H. Storing the stencil
I. Use of mimeoscope (illuminated drawing board)

SPIRIT DUPLICATION

A. When to use spirit duplication and its limitations
B. Preparation of master
   1. Placement
   2. Corrections
C. Operation and maintenance of machine

D. Storing the spirit master
E. Special projects

OFFSET DUPLICATION

A. When to use offset duplication
B. Terminology of offset duplication
C. Preparation of direct image offset master (paper)
    1. Placement
    2. Corrections
D. Storing the offset master
E. Where and how to pursue a career in offset duplication
F. Legal aspects of copying

SUGGESTED ACTIVITIES

Prepare form letters.

Type useful material on masters and stencils. A form similar to the following should be attached to each master or stencil:

Name

Type of duplication

Number of copies

Date needed

Disposition of master

Observe automatic typewriters (in or out of classrooms).

OBJECTIVES

The student will be able to:

1. Perform addition, subtraction, multiplication, and division problems on a 10-key adding machine with 95 percent accuracy.
2. Solve basic arithmetic problems with 95 percent accuracy using a full-keyboard adding machine.
3. Operate printing and electronic calculators.
4. Transcribe at the typewriter from a transcribing machine.

TEN–KEY ADDING MACHINE

A. Addition by touch
B. Subtraction
C. Multiplication
D. Decimals and fractions, conversion
E. Division by the use of reciprocals

FULL–KEYBOARD ADDING LISTING MACHINE

A. When to use a full-keyboard
B. Review of basic arithmetic
C. Addition
D. Subtraction
E. Multiplication (repeated addition)
F. Use of non-add key for labeling, dating, numbering, etc.
G. Add and interpret negative numbers
H. Sub-total
I. Constant numbers in addition, subtraction, and multiplication

PRINTING CALCULATOR

A. Addition
B. Subtraction
C. Multiplication
D. Division
E. Constants
F. Credit balances
G. Accumulative multiplication
H. Discounts
I. Fractions and percentages
J. Percent of increase and decrease
K. Interest

ELECTRONIC CALCULATOR (Display and Printing)

A. Touch addition
B. Touch subtraction
C. Touch multiplication

D. Touch division
E. Constants
F. Accumulative multiplication
G. Discounts
H. Fractions and percentages
I. Interest
J. Use of memory

DICTATING AND TRANSCRIBING MACHINES

A. Advantages
B. Kinds
C. Suggestions for transcribing
D. Transcription practice
E. Use of machine in an office

SUGGESTED ACTIVITIES

Use educational materials furnished by manufacturers.

Use teacher dictated tapes for following instructions or oral directions.

Arrange field trips to local offices using different kinds of transcribing machines.

Use job instruction sheets for all machines.

BEHAVIORAL OBJECTIVES OF CO–OP II

Upon completion of Co-op II the student will be able to:

1. Place local telephone calls, long distance calls, and answer incoming calls correctly.
2. Locate and use resource materials.
3. Type spirit masters, offset masters, stencils, and direct image masters proficiently.
4. Operate spirit, stencil, and offset duplicating machines proficiently.
5. Handle incoming and outgoing mail efficiently.
6. File and retrieve quickly and accurately by alphabet, number, subject, location, etc.
7. Demonstrate the necessary skills and personal qualities needed for entry level office occupations.
8. Type mailable letters quickly and accurately with multiple carbons and envelopes.
9. Type common business forms, such as bill of lading, purchase order, invoice, memorandum, requisition, accurately.
10. Compose letters of request, application, order, confirmation, etc., correctly.
11. Type mailable letters accurately from the transcribing machine.
12. Compute net earnings for a given pay period.
13. Reconcile a bank statement.
14. Operate the ten-key and full-key adding machine proficiently in order to solve addition, subtraction, multiplication, and division problems accurately.
15. Operate the printing and electronic calculators proficiently to solve accurately office style problems involving addition, subtraction, multiplication, and division.

SUGGESTED UNITS OF STUDY FOR CO–OP II

SECRETARIAL PROCEDURES

OBJECTIVES

The student will be able to:

1. Answer and use telephone – applying business etiquette and standard telephone practices.
2. Receive, screen, route callers and make appointments courteously.
3. Use standard and special sources of information for office worker and employer.
4. Set up secretarial work space – order and store office supplies.
5. Prepare and proofread ordinary business copy for simple duplicating processes.
6. Operate simple duplicators – stencil, spirit, and direct-process machines.
7. Handle and route mail.
8. Demonstrate process of locating information.

TELEPHONE PROCEDURES

A. The importance of the voice.
B. Telephone manners
C. General policies in handling telephone calls
D. Processing messages

PUBLIC RELATIONS

A. Maintaining public relations
B. Receiving callers
C. Making appointments
D. Practicing receptionist's duties

SOURCES OF INFORMATION

A. Procedures for determining where to look
B. Procedures for becoming acquainted with a particular reference
C. Procedures for taking notes
D. Procedures for seeking information by telephone
E. References for the secretary's desk
    1. Dictionaries
    2. Secretarial handbooks
    3. Style books
    4. Books of quotations and special reference
    5. Etiquette books
    6. Word division manuals
F. Business references
    1. The telephone directory
    2. The city directory
    3. Various trade and professional directories
    4. Congressional directory
    5. State legislative manual (possibly obtained from school library)
    6. Credit directories

G. Compilations of facts
   1. The World Almanac
   2. Atlas
   3. Postal and shipping guides
   4. News indexes
   5. Special dictionaries
   6. Catalogues of publishers and suppliers
   7. Government publications
   8. Encyclopedia
   9. Who's Who publications
   10. Business Periodicals Index
   11. Reader's Guide to Periodical Literature

EQUIPMENT AND SUPPLIES

A. Care and use of desk and basic equipment
B. Efficient use of supplies
C. Securing supplies and equipment

DUPLICATING PROCESSES

A. Need for duplication
B. Methods of duplication and costs
C. Choice of equipment suitable to need
D. Preparation of copy for duplication

MAIL PROCESSING

A. Receiving mail
B. The secretary's responsibility for incoming mail
C. The secretary's responsibility for outgoing mail
D. Handling volume mailings

EMPLOYER–EMPLOYEE RELATIONSHIPS

A. Employer's responsibilities
B. Working relationship with employer
C. Cooperative aspects of office work

GOOD HOUSEKEEPING

A. Maintenance of efficiency and attractiveness of the office
B. Maintenance of order in files, desk, supply closets, lockers, and other office areas
C. Relationships with the maintenance department

JOB OPPORTUNITIES

A. Sources of jobs available
B. Review of preparing information about competencies
C. Review of preparation for personal interview
D. Becoming acquainted with a company in which you are interested

SUGGESTED ACTIVITIES

Guest speakers

Field trips

Role playing

Practice exercises in locating information

Practice in setting up work areas and requisitioning supplies

Practice in preparing copy for duplication

Practice exercise in handling mail

OBJECTIVES

The student will be able to:

1. Operate various kinds of typewriters proficiently.
2. Type statistical tables, financial statements, minutes, and index cards accurately.
3. Type mailable letters using modified style, block style, and AMS Simplified style.
4. Type mailable interoffice memorandums, telegrams, bills of lading, invoices, purchase orders, requisitions.
5. Choose the proper correction techniques for typewritten communications.
6. Compose and type various kinds of letters and telegrams.

BUSINESS LETTERS

Review:

A. Letter styles and punctuation
B. Placement
C. All letter parts
D. Use of carbon copies
E. Handling of special letters, such as registered, special delivery, etc.
F. Typing letters on various styles and sizes of letterhead stationery
G. Typing letters on plain paper
H. Completing form letters

ENVELOPES, CARDS, AND LABELS

A. How to address envelopes
B. Folding and inserting letter into envelope
C. Types and sizes of envelopes
D. Chain feeding
E. Front feeding
F. Feeding envelopes separately
G. Judgment of placement of address
H. Index cards
I. Labels of different kinds

BUSINESS FORMS (Using multiple copies)

A. Invoices, purchase orders, bills of lading
B. Financial statements
C. Telegrams

STATISTICAL TYPING

A. Tables centered vertically and horizontally
B. Boxed tables with main and sub-headings
C. Judgment of placement

COMPOSITION

A. Letters – application, inquiry, order, request, etc.
B. Interoffice memoranda
C. Short reports
D. Telegrams

AREAS OF SPECIAL APPLICATION (See supplemental units)

A. Legal
B. Medical
C. Real Estate
D. Insurance
E. Banking
F. Others (based on trainee's interest and end-of-training goals)

SUGGESTED ACTIVITIES

Type letters on pica, elite, and proportional spacing typewriters.

Use various lengths of letters. (Accept only those which are mailable.) Have student make a carbon copy and address an envelope for each letter.

Type index cards listing all supplementary materials in the department, list of equipment, etc.

Obtain various types of forms from businesses in community for students to fill out on the typewriter.

Let students compose letters of request to mail to companies requesting materials to be used in the classroom.

OBJECTIVES

The student will be able to:

1. Operate transcribing machines efficiently.
2. Produce mailable copy on first draft at a satisfactory production rate.

OPERATION OF MACHINE

A. Review operation
B. Review and improve transcribing techniques
C. Review use of machine in offices

SUGGESTED ACTIVITIES

Assign students remedial work in spelling.

Give student a detailed instruction sheet on transcription.

Use educational materials provided by manufacturer of transcribing machine.

OBJECTIVES

The student will be able to handle financial records including:

1. Computing gross and net earnings; deducting federal, state, and local taxes; and completing appropriate forms correctly, i.e., W-2, W-4, 941.
2. Banking activities.
3. Petty cash fund.

INTRODUCTION TO PAYROLL ACCOUNTING

A. Need for payroll records
B. Definitions of and distinction between terms
   1. Wages
   2. Salary
C. Payroll systems
   1. Handwritten
   2. Machine Bookkeeping
   3. Automated

COMPUTATION OF GROSS EARNINGS

A. Salaries
   1. Weekly
   2. Biweekly
   3. Monthly
   4. Annually
   5. Overtime
B. Wages
   1. Time cards
   2. Piece work
   3. Overtime
   4. Other

DEDUCTIONS FROM GROSS EARNINGS TO DETERMINE NET PAY

A. Federal
   1. FICA (current rates)
   2. Withholding tax
      a. Dependents
      b. Methods of determining withholding tax – percentage method and government tables
   3. Medicare
B. State
   1. Income Tax
   2. Unemployment insurance
   3. Disability
C. City income taxes
D. Other

EMPLOYER'S SHARE OF PAYROLL TAX EXPENSE

A. FICA
B. Unemployment
   1. State
   2. Federal

FORMS USED IN PAYROLL ACCOUNTING AND THEIR PREPARATION

A. W-4
B. W-2
C. 941
D. 940
E. Federal Depository Receipt
F. State Quarterly Report
G. Unemployment Information Forms
H. Employees' Earnings Records
I. Other, i.e., insurance

BANKING SERVICES

A. Checking Account
   1. Open the account
   2. Make deposits
   3. Make withdrawals
   4. Stop payment
   5. Reconcile a bank statement
   6. Advantages of using checks instead of currency
B. Savings Account
   1. Open the account
   2. Make deposits
   3. Make withdrawals
   4. Interest on savings account
   5. Advantages of a savings account
C. Other Banking Services
   1. Safe Deposit Box
   2. Financial advice
   3. Trust service
   4. Selling and cashing U. S. Savings Bonds
   5. Preparation of payrolls for business firms
   6. Special checks and money substitutes:
      a. Certified check
      b. Voucher check
      c. Cashier's check
      d. Traveler's check
      e. Money order
D. The Federal Reserve System
   1. Function
   2. Structure
E. Petty Cash
   1. Vouchers
   2. Replenishing
   3. Petty cash book

SUGGESTED ACTIVITIES

Compute time, wages, simple payroll and prepare various reports derived from payroll information.

Invite a payroll clerk to speak.

Plan a field trip to see electronic payroll computing system.

Secure tax forms from Internal Revenue System.

Demonstrate pegboard method.

Plan a field trip to a local bank.

Practice writing checks.

Obtain booklets on banking.

Complete a petty cash voucher.

Prepare a petty cash summary and a request for reimbursement.

SUPPLEMENTAL UNITS

Civil Service

Insurance

Introduction to Data Processing

Legal Secretary

Medical Office Worker

Office Management

Personal Money Management

Real Estate Office

Business Terminology

OBJECTIVES

The student will be able to:

1. List locations where Civil Service information can be obtained.
2. Fill out Civil Service application form.
3. List advantages of being a Civil Service employee.

CIVIL SERVICE INFORMATION

A. School Guidance Office
B. Employment Agencies
C. Civil Service Job Placement Center
D. Others

APPLICATION

A. Application letter
B. In person
C. Application form provided by Civil Service

CIVIL SERVICE TESTS

A. Test announcements
    1. Newspaper, radio, or television
    2. U. S. Post Office
    3. Notification by Board
B. Material covered
    1. Use sample test for an Office Assistant
C. How to record answers
D. How test is scored

PRE–EMPLOYMENT STEPS

A. Birth certificate
B. Citizenship proof
C. Physical examination

TEMPORARY EMPLOYMENT

A. Three months, six months, or twelve months
B. Advantages

FRINGE BENEFITS

A. Sick leave
B. Retirement

C. Paid vacation
D. Hospitalization
E. Others

KNOWLEDGE AND SKILLS NECESSARY

A. Filing and retrieving of correspondence
B. Routing mail
C. Proper salutations, complimentary closings, and letter styles
D. Multiple copies
E. Interoffice communications
F. Handling classified material
G. Telephone
H. Enclosure form used
I. Logging in and logging out mail
J. Numbering paragraphs
K. Mail room policy
L. Size of stationery used
M. Memorandums

SUGGESTED ACTIVITIES

Collect a list of government agencies in your community.

Obtain a Civil Service Manual.

Obtain a copy of Government Correspondence Manual.

Administer sample Civil Service tests.

OBJECTIVES

The student will be able to:

1. List the common insurance terms.
2. Fill in insurance forms.
3. List the types of insurance.
4. List the job classifications.
5. List the responsibilities of insurance office workers.

MAJOR TYPES OF INSURANCE

A. Life
B. Automobile
C. Property and Liability
D Health and Accident

FORMS

A. Policies
B. Claims
C. Renewals
D. Cancellations
E. Applications

TERMS

A. Policyholder
B. Premium
C. Beneficiary
D. Policy
E. Liability
F. Comprehensive
G. Term
H. Straight-Life
I. Others

JOB CLASSIFICATIONS

A. Clerk-Typist
B. File Clerk
C. Bookkeeper
D. Stenographer
E. PBX Operator
F. Typist
G. Receptionist
H. Data-Processor
I. Personnel Manager
J. Agent
K. Others

RESPONSIBILITIES AND DUTIES OF AN INSURANCE OFFICE WORKER

A. Completing applications and issuing policies
B. Preparing renewals and cancellations
C. Accepting premium payments
D. Performing general bookkeeping activities
E. Filling in claims
F. Typing general correspondence
G. Typing statistical reports
H. Others

SUGGESTED ACTIVITIES

Obtain brochures, sample policies, etc., to cover various types of insurance.

Obtain career information for those students interested in an insurance field.

Invite speakers.

OBJECTIVES

The student will be able to:

1. Define data processing.
2. State the need for data processing.
3. Identify methods of data processing.
4. Explain common data processing vocabulary.
5. Identify career opportunities.

DEFINITION OF DATA PROCESSING

NEED FOR DATA PROCESSING

A. Increasing paper work
B. Records for decision making – internally
C. Production of external reports
D. Speed and accuracy of retrieved information

BASIC CYCLE

A. Input
B. Processing
C. Output

METHODS

A. Manual
B. Automatic
C. Electronic

VOCABULARY

A. Card punch and verifier
B. Sorter
C. Collator

CAREER OPPORTUNITIES

A. Card Punch Operator
B. Card Punch Supervisor
C. Unit Record Equipment Operator
D. Maintenance Programmer
E. Control Clerk
F. Console Operator
G. Programmer
H. Systems Analyst
I. Training Technician

SUGGESTED ACTIVITIES

Application to monthly bills.

Show films, e.g., IBM.

Plan field trip to computer center.

OBJECTIVES

Upon completion of this unit, the student will be able to:

1. Define and spell common legal terminology.
2. Type legal documents from rough draft copy.
3. Transcribe letters common to a law office.
4. List the duties of a legal secretary.
5. Prepare printed legal forms without assistance.

DUTIES OF A LEGAL SECRETARY

A. Telephone usage
B. Receptionist duties
C. Legal dictation and transcription
D. Filing
E. Composing letters
F. Typing from rough draft copy
G. Form typing
H. Keeping information confidential

LEGAL TERMINOLOGY

A. Summons
B. Complaint
C. Subpoena
D. Probate
E. Notary Public
F. Civil Pleas
G. Criminal Pleas
H. Mortgage
I. Chattel
J. Deposition
K. Testimony
L. Escrow
M. Lien
N. Title Search
O. Hearing
P. Defendant
Q. Plaintiff
R. Judgment
S. Equity
T. Contract
U. Order
V. Jury
W. Default
X. Filing Date
Y. Bankruptcy
Z. Witness
AA. Fraud
BB. Versus
CC. Trial

DD. Sentence
EE. Warrant
FF. Affidavit
GG. Petition

LEGAL FORMS

A. Will
B. Summons and/or Complaint
C. Answer
D. Deed
E. Order
F. Mortgage
G. Power of Attorney
H. Others

TYPES OF LAW OFFICES

A. General
B. Tax
C. Criminal
D. Domestic
E. Real Estate
F. Corporate

OBJECTIVES

The student will be able to:

1. Use the telephone correctly.
2. Identify desirable personality traits for medical office personnel.
3. Type rapidly and correctly.
4. Use the transcribing machine correctly.
5. Maintain simple bookkeeping records.
6. Identify and spell general medical terms.
7. Type insurance forms correctly.

DESIRABLE PERSONAL QUALITIES

A. Poise
B. Patience
C. Friendliness
D. Attractive appearance

RESPONSIBILITIES

A. Answer the telephone
B. Schedule appointments
C. Greet patients
D. Keep medical records
E. Make bank deposits
F. Itemize bills
G. Transcribe letters and medical records
H. Keep books

TERMINOLOGY

A. Anatomy
B. Pharmacology

JOB OPPORTUNITIES

A. Receptionist
B. Bookkeeper
C. Transcriptionist

OBJECTIVES

The student will be able to:

1. List the fundamentals of good office layout, communication, and information handling and supervision.
2. Role play work simplification problems.

ORGANIZATION AND MANAGEMENT OF AN OFFICE

A. Type of work
B. Relationship with management and staff

OFFICE LAYOUT

A. Type and volume of work
B. Equipment and furniture required
C. Storage areas (files and supplies)
D. Office facilities (head, light, power, etc.)
E. Availability of space
F. Work flow
G. Arrangement of work stations

JOB INSTRUCTION

A. Define tasks
B. Use principles of learning
C. Human relations
D. Apply job instruction and teach methods
E. Schedule instruction
F. Evaluate instruction and learning
G. Practice job instruction

WORK SIMPLIFICATION

A. Find jobs to be improved
B. Analyze jobs and work flow
C. Simplify work (use short cuts to gain efficiency)
D. Make recommendations
E. Practice work simplification

COMMUNICATION AND INFORMATION HANDLING

A. Analyze correspondence, memoranda, and reports
B. Analyze media
C. Establish efficient methods of handling information

ELEMENTS OF SUPERVISION

A. Fundamentals of good supervision
   1. Planning
   2. Organizing
   3. Communicating
   4. Directing
   5. Controlling
   6. Evaluating
B. Human relations in supervision
C. Job performance standards
D. Self-improvement plans

SUGGESTED ACTIVITIES

Have each student employed prepare a task list of duties performed on the job.

Draw an organizational chart of the school. Include the following:

The principal
The assistant principal
The departments
The department heads

May also prepare an organizational chart of the school system if the high school is small.

OBJECTIVES

The student will be able to:

1. List five sources of income.
2. List three forms of saving.
3. Prepare a monthly budget using given information.
4. Maintain necessary money records for a month.

ELEMENTS OF A MONEY MANAGEMENT PROGRAM*

A. Earning
   1. Sources of income
   2. Factors influencing earning power
B. Saving
   1. Forms of saving
   2. Principles of saving
C. Spending
   1. Types of spending
   2. Principles of buying
D. Borrowing
   1. Characteristics of credit
   2. Forms of credit
   3. Principles of using credit
E. Protecting
   1. Forms of protection
   2. Principles of protection
F. Investing
   1. Forms of investments
   2. Principles of investing
G. Sharing
   1. Forms of sharing
   2. Principles of sharing

PLANNING A MONEY MANAGEMENT PROGRAM*

A. Valuing
   1. Types of values
   2. Types of wants and needs
   3. Assigning priorities – decision making
   4. Choosing
B. Budgeting
   1. Characteristics of a budget
   2. Preparing a budget

RECORD KEEPING IN A MONEY MANAGEMENT PROGRAM*

A. Types of Records Needed
B. Maintaining Records
C. Interpreting Records

*Used with permission of Dr. Eugene Jones, Northeast Louisiana University.

OBJECTIVES

The student will be able to:

1. List the duties and responsibilities of a Real Estate Office employee.
2. Type the forms most commonly used in a Real Estate Office.
3. List and define the common terms used in Real Estate.
4. List the career opportunities available in Real Estate.
5. Identify types of Real Estate.

DUTIES AND RESPONSIBILITIES

A. Telephone usage
B. Receptionist's duties
C. Filing
D. Keeping records
E. Typing forms
F. Operating adding and calculating machines
G. Receiving money
H. Copying and duplicating
I. Taking dictation
J. Using transcribing machine
K. Composing letters

FORMS

A. Bill of Sale
B. Deed of Trust
C. Mortgage
D. Purchase Contract
E. Insurance Policies
F. Lease
G. Form Letters
H. Invoice
I. Security Deposit
J. Multiple Listing Cards

TERMS

A. Mortgagor
B. Agreement of Parties
C. Sheriff's Deed
D. Recision
E. Marginal Land
F. Land Contract
G. Plot
H. Misrepresentation
I. Lien
J. Real Estate Commission
K. Hearing
L. Appraisal

M. Note (Bond)
N. Broker
O. Assessments
P. Amortization
Q. Easement
R. Equity
S. Bill of Sale
T. Subpoena
U. Chattel mortgage
V. Deed
W. Power of attorney
X. Notary public
Y. Leasor and lease
Z. Others

CAREER OPPORTUNITIES

A. Job Benefits
B. Job Qualifications

TYPES OF REAL ESTATE

A. Management (property)
B. Rental
C. Sales

SUGGESTED ACTIVITIES

Obtain company brochures and manuals regarding company policies, benefits, and job opportunities. (This can be done if a co-op student is working in a Real Estate Office.)

Duplicate common terms and definitions.

Invite a Real Estate Office employee to speak to the class.

OBJECTIVES

The student will be able to:

1. Define and list the uses of business terminology from a wide variety of business fields.

BUSINESS ORGANIZATION

A. Proprietorship
B. Partnership
C. Corporation
   1. Bonds
   2. Stocks
   3. Dividends
D. Cooperatives

PRODUCTION

A. Capital investment
B. Productivity
C. Purchasing
D. Inventory
E. Quality control
F. Producer's goods

MARKETING

A. Distribution
B. Sales
C. Transportation
D. Consumption
E. Costs
F. Consumer price index

BANKING

A. Currency
B. Time deposits
C. Demand deposits
D. Savings
E. Reserves
F. Loans
G. Checking

CREDIT

A. Debtor
B. Creditor

C. Installments
D. Interest
E. Credit rating
F. Credit bureau
G. Credit memorandum

BUSINESS CYCLES

A. Prosperity
B. Depression
C. Recession
D. Recovery
E. Inflation
F. Deflation
G. Gross national product

LABOR

A. Collective bargaining
B. Labor force
C. Mediator
D. Arbitrator
E. Strike
F. Union

TAXES

A. Corporation
B. Excise
C. Tax rate
D. Tax base
E. Progressive
F. Proportional
G. Regressive
H. Tariffs
I. FICA
J. Federal
K. State
L. City
M. Others

INVESTMENT

A. Common stock
B. Preferred stock
C. Debenture bond
D. Registered bond
E. Mutual funds
F. Stock market

AUTOMATION

A. Data processing
B. Technology
C. Computer
    1. Digital
    2. Analog
D. Input
E. Output
F. Feedback
G. Programmer
H. Systems

BUSINESS LAW

A. Contracts
B. Negotiable instruments
    1. Drafts
    2. Promissory notes
    3. Trade acceptances
    4. Endorsements
        a. Special
        b. Blank
        c. Restrictive
        d. Qualified
C. Principal
D. Agent
E. Real property
    1. Mortgage
    2. Deed
    3. Lease
F. Warranties

INSURANCE

A. Policy
B. Premium
C. Face value
D. Liabilities
E. Capital
F. Net worth
G. Balance sheet
H. Income and expense statement

SUGGESTED ACTIVITIES

Invite speakers from various business fields.

Take field trip to various businesses.

Assign short readings in various business areas.

Use standard and special dictionaries and compose short paragraphs using the newly learned terminology.

FORMS

76

LIST OF FORMS

1. Letter of Appointment to Advisory Committee
2. Letter of Appreciation to Advisory Committee
*3. Training Agreement
*4. Training Plan
5. Training Plan Example
*6. Student Application
*7. Student Progress Report Examples
*8. Teacher/Coordinator Visitation Report
*9. Student Time Card
*10. Student Interview Introduction Card
*11. Follow-up Questionnaire
12. Form WH-205
13. Parental Letter
*14. Parental Permission Form
15. Application for Cooperative Office Education Program

*Suggested to be filed in each student's folder.

SAMPLE (Form 1)

BOARD OF EDUCATION
NAME OF SCHOOL SYSTEM
CITY AND STATE

Date

Name
Title
Company
Street Address
City and State

Dear _____:

Because of your experience and demonstrated competency in the field of personnel selection, training, and placement (or other field) of office occupations personnel, the Board of Education of the _____ School System believes that you could perform a valuable service to the school and business community as a lay member of the Advisory Committee in the Cooperative Office Education Program of _____ High School.

The Advisory Committee is composed of outstanding business and civic leaders in the community and is directed toward achieving closer cooperation between business and school in the training of our young people for office occupations.

I should appreciate your giving this invitation some consideration and informing me of your decision in the next few days. Your acceptance will certainly aid the Cooperative Office Education Program of _____ High School.

Sincerely,

Superintendent

SAMPLE (Form 2)

BOARD OF EDUCATION
NAME OF SCHOOL SYSTEM
CITY AND STATE

Date

Name
Title
Company
Street Address
City and State

Dear _____:

Your recent response expressing your willingness to serve as a member of the Advisory Committee of the Cooperative Office Education Program in _____ High School is sincerely appreciated.

This letter is to notify you that your appointment is effective immediately and is for (specify length of time).

The first meeting of the committee will be held at (location of meeting) on (date of meeting) at (time of meeting). At this meeting the purpose, objectives, and functions of the committee will be explained by the teacher/coordinator. Also various committee activities will be discussed.

Sincerely,

Superintendent

(Form 3)

TRAINING AGREEMENT

DATE _____

_____ will employ _____
(Training Agency) (Student)

as a worker in an office position. The work will consist of _____

_____ for ____ hours per day at _____ per hour.
(Job Description) (Amount)

Work will begin on the _____
(Date)

The undersigned jointly agree:

1. The teacher will prepare the student for employment, be responsible for visitation, and is to be contacted if problems arise.
2. That employment for training shall be terminated upon agreement by the parties involved.
3. The training agency may withdraw or transfer the trainee with the approval of the coordinator.

Approve:

_____
(High School Principal)

_____
(Parents or Guardian)

Agree:

_____
(Employer)

_____
(Student-Learner)

_____
(Teacher-Coordinator)

ELEMENTS OF A TRAINING PLAN

I. STUDENTS

The student will be responsible for:

A. Reporting to work at the agreed time.
B. Performing duties as required in the position for which he has been employed.
C. Notifying the training station and the teacher/coordinator when unable to attend.
D. Keeping company information confidential.
E. Keeping accurate records of hours spent and duties performed at the training station.

II. TEACHER–COORDINATOR

The teacher-coordinator will be responsible for:

A. Correlating the classroom work with on-the-job training.
B. Visiting the training station periodically and conferring with the supervising employer.
C. Evaluating the student's overall performance both on the job and in the classroom.

III. EMPLOYER

The employer will be responsible for:

A. Providing the training as specified in the training agreement.
B. Paying the student a wage agreed upon in the training agreement.
C. Evaluating the student at the end of each grading period.
D. Holding periodic conferences with the teacher/coordinator.

(Form 5)

SAMPLE TRAINING PLAN

JOB TITLE File Clerk

Student's Name _____

Career Objective General Office Worker

Place of Employment _____

Supervisor _____

Job Description: Records and retrieves data, including classifying, sorting, and filing correspondence, records, and other data.

	DUTIES	TRAINING EXPERIENCE ON THE JOB	TRAINING EXPERIENCE IN CLASS
1.	Reads and codes all papers before filing.	X	
2.	Files all incoming correspondence in alphabetical, geographical, numerical, or subject order.	X	
3.	Files copies of all outgoing correspondence.	X	
4.	Pulls correspondence upon request.	X	
5.	Cross indexes correspondence and other materials.	X	X
6.	Keeps index of filed papers.	X	X
7.	Keeps record of papers withdrawn and returned.	X	X
8.	Follows up papers not returned.	X	
9.	Types labels for folders.	X	X
10.	Arranges and rearranges files.	X	X
11.	Prepares routing slips.	X	X
12.	Cleans old files.	X	X
13.	Performs other clerical duties such as sorting, posting, making copies, and checking duties related to the file room.	X	

Please circle X when satisfactory performance has been attained.

_____

Signature of Supervisor

(Form 6)

PERSONAL INFORMATION

NAME _____ DATE OF BIRTH ___/___/___ SOC. SEC. _____
last first middle

ADDRESS _____ PHONE _____
street city state zip

HEIGHT _____ WEIGHT _____ CONDITION OF HEALTH _____

PHYSICAL DISABILITIES, IF ANY _____

PARENT OR GUARDIAN _____ RELATIONSHIP _____

OCCUPATION OF FATHER OR GUARDIAN _____ MOTHER _____

ARE YOU PRESENTLY EMPLOYED? _____ HOW LONG? _____

PRESENT EMPLOYER _____

LIST YOUR DUTIES _____

SCHOOL LAST ATTENDED _____ CITY _____ STATE _____

OFFICE OCCUPATIONS MAJOR _____

COURSES YOU WILL TAKE DURING THE 19___ SCHOOL YEAR _____

_____

OFFICE OCCUPATIONS COURSES TAKEN

9th	10th	11th	12th

EXTRACURRICULAR ACTIVITIES AND AWARDS _____

_____

NONSCHOOL ACTIVITIES _____

WHAT TYPE OF OFFICE WORK DO YOU CONSIDER YOUR BEST? _____

IN WHAT TYPE OF OFFICE WOULD YOU MOST LIKE TO WORK? _____

CAN YOU PROVIDE YOUR OWN TRANSPORTATION? _____

TYPING SPEED ____ WPM SHORTHAND SPEED ____ WPM OTHER SKILLS _____

ON THE REVERSE SIDE PLEASE LIST ALL WORK EXPERIENCE BEGINNING WITH PRESENT WORK. ALSO, ON THE REVERSE SIDE PLEASE LIST THREE REFERENCES WITH ADDRESSES. INDICATE PERSON'S JOB TITLE.

(Form 7)

EMPLOYER'S PROGRESS REPORT
COOPERATIVE OFFICE EDUCATION
_____ High School

Student _____ Job Title _____

Business _____ Supervisor _____

Address _____ Date _____

To the Employer or Supervisor:

We appreciate your part in the Cooperative Office Education Program. Your constructive criticism will enable the school to provide further training for the student.

_____, Coordinator

Skill Performance and Business Techniques	N/A	Outstanding	Above Average	Average	Below Average	Unsatisfactory
Typewriting						
Shorthand						
Accounting						
Business English						
Business Arithmetic						
Spelling						
Grammar						
Penmanship						
Duplicating						
Machine Transcription						
Filing						
Calculator						
Adding Machine						
Telephone Usage						
Meeting People						
Office Housekeeping						
Proofreading						
Use of Supplies						
Punctuation and Capitalization						

COMMENTS _____

_____

_____

SAMPLE (Form 7)

EMPLOYER'S PROGRESS REPORT
COOPERATIVE OFFICE EDUCATION

_____ High School

Student _____ Job Title _____

Business _____ Supervisor _____

Address _____ Date _____

It is suggested that the person most familiar with the student's work supply a frank and impersonal estimate of his or her performance by comparison with the average employee doing the same or similar work.

ATTITUDE AND INTEREST
- ___ Enthusiastic
- ___ Interested
- ___ Average
- ___ Somewhat indifferent
- ___ Not interested

QUANTITY OF WORK
- ___ Unusually high output
- ___ More than expected
- ___ Average
- ___ Less than expected
- ___ Below minimum requirements

ADAPTABILITY
- ___ Adjusts easily – very well liked
- ___ Good team worker
- ___ Cooperates satisfactorily
- ___ Has difficulty working with others
- ___ Antagonizes fellow workers

DEPENDABILITY
- ___ Entirely dependable
- ___ Requires little supervision
- ___ Satisfactory
- ___ Sometimes neglectful or forgetful
- ___ Unreliable

ABILITY TO LEARN
- ___ Grasps ideas very quickly
- ___ Above average
- ___ Average
- ___ Rather slow to learn
- ___ Very slow

INITIATIVE
- ___ Takes hold readily
- ___ Above average
- ___ Goes ahead reasonably well
- ___ Somewhat lacking
- ___ Lazy

QUALITY OF WORK
- ___ Excellent
- ___ Above average
- ___ Satisfactory
- ___ Below Average
- ___ Very poor

JUDGMENT
- ___ Displays excellent common sense
- ___ Usually does the right thing
- ___ Ordinary
- ___ Occasionally uses poor judgment
- ___ Very poor – rash

ATTENDANCE
- ___ Regular
- ___ Irregular

PUNCTUALITY
- ___ Regular
- ___ Irregular

APPEARANCE
- ___ Makes an excellent appearance
- ___ Usually neat and appropriate in appearance
- ___ Sometimes neglects appearance
- ___ Should improve appearance
- ___ Lacks attention to personal hygiene

SUMMARY: Student's total performance –

___ Outstanding ___ Above Average ___ Average ___ Below Average ___ Unsatisfactory

(Form 8)

TEACHER–COORDINATOR VISITATION REPORT

Date of Visit	Time	Student	Firm	Observations

SAMPLE (Form 9)

COOPERATIVE JOB TRAINING TIME CARD

School Month _____

School _____

Name of Student _____

Training Station _____

Telephone Number _____

Hourly Rate _____

Date	Arrived	Left	Total Hours
		TOTALS	

_____
Student

_____
Training Supervisor

SAMPLE (Form 10)

COOPERATIVE OFFICE EDUCATION
INTRODUCTION CARD

Date _____

_____ Appointment _____ o'clock

Firm's Name _____

Type of Business _____

Address _____

This will introduce _____ who is enrolled in the Cooperative Office Education Program of _____ High School.

The applicant will be available for employment at _____ p. m. each day.

Applicant's Age _____ Social Security No. _____

Coordinator _____

(Over)

(Front Side)

INTERVIEW REPORT

_____, the Cooperative Office Education student introduced on the reverse side of this card, has been interviewed for the position of _____

_____
Signed

_____
Title

Comments _____

_____

_____

Return by student or mail to the Coordinator.

(Back Side)

TO: COOPERATIVE OFFICE EDUCATION GRADUATES

SUBJECT: FOLLOW-UP STUDY

Will you please answer the following questions to the best of your ability. Your answers will be very helpful in improving the cooperative program in the future. All information will be regarded as strictly confidential.

NAME: Mr. / Mrs. / Miss _____
(first) (maiden, if married) (last) (husband's initials)

Address: _____
(street or route)

_____
(city) (state) (zip code)

Phone: _____ Year of Graduation _____

1. Are you presently employed? _____
   (a) Full time _____ Part time _____ Salary Range _____
   (b) Company _____ Your job title _____
   (c) Duties _____
   _____
   (d) Office machines used: (Please list name and make, such as "Monroe 10-key adding machine," etc.)
   _____
   _____
   _____
   (e) Name and title of supervisor _____
2. If you are not employed, are you seeking work? _____
   If not, will you give a reason? _____
   _____
3. If you are working in a field unrelated to office occupations, please give your reason(s):
   _____
   _____
4. What subjects have proved most useful to you? _____
   _____
5. Please list subjects that would have been helpful but were not offered: _____
   _____

6. Do you feel that you were adequately trained for your present position? _____

If not, please state frankly what additional training could be added to the cooperative office education course:

_____

_____

_____

7. Any other comments:

_____

_____

_____

_____

Date _____ Signature _____

(Form 12)

Form Approved:
Budget Bureau No. 44-R0308

U.S. DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division

WAGE-HOUR USE ONLY
A. Control number
B. Effective date
C. Expiration date
D. Reviewing official

Room 331, 1371 Peachtree St., N.E.
Atlanta, Georgia 30309

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

The school official's certification in Item 27 of this application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Division. At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. *PRINT OR TYPE ALL ANSWERS.*

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:

2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:

3A. NAME AND ADDRESS OF STUDENT-LEARNER:

B. DATE OF BIRTH: *(Month, day, year)*

4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:

5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*	
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*	
7. PROPOSED GRADUATION DATE *(Month, day, year)*	
8. NUMBER OF WEEKS IN SCHOOL YEAR	
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK	
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING	
11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)*?	
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES	
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK	
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?	
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?	
16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:	

17. TITLE OF STUDENT-LEARNER OCCUPATION:	
18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT	
19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION	
20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19	
21. SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER *(if a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid)*:	
22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions)*	
23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?	

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205 (Rev. 10/70)

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.)*.

25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used)*.

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at sub-minimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

(Print or type name of student) *Signature of Student* *Date*

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program and that the application is properly executed in conformance with section 520.3(c) of the Student-Learner Regulations.

(Print or type name of official)

Signature of School Official *Date*

Title

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative *Date*

Title

ATTACH SEPARATE SHEETS IF NECESSARY

GPO 920-955

(Date)

Dear Parents:

SUBJECT: COOPERATIVE OFFICE EDUCATION II

This is a work training program for senior business students which provides for the coordination of classroom study and on-the-job experience, each complementing the other. Students have their schedules arranged so that they attend classes part of the school day and are employed in an office capacity in the community during the remainder of the day. The office instruction is to be considered an extension of classroom instruction.

BENEFITS TO THE STUDENT:

1. Makes the classroom phase of instruction more meaningful.
2. Receives additional training not available in the classroom.
3. Provides income and on-the-job training for the student while attending school.
4. Encourages completion of high school.
5. Provides opportunity for social adjustment and development of desirable personal characteristics.
6. Provides an opportunity for relating and applying academic learning and general education.
7. Provides guidance in selecting the particular job most suitable in terms of interest, aptitudes, and abilities.

Students must possess marketable skills before being placed on a job; however, I shall make every effort to fit the student to the job for which he/she is interested and qualified. The student is to furnish transportation to and from the job.

Before a student is admitted into the program, I must have your approval. Please sign and return the enclosed permission form.

Thank you.

Sincerely,

(Name)
Teacher/Coordinator

Enclosure

(Form 14)

PARENTAL PERMISSION FORM

DATE _____

My son/daughter _____ has my permission to enroll in the Cooperative Office Education II course for the 19 ____ school year. I understand that on-the-job training (with pay) in an office is a part of the course and I give my permission for my son/daughter to work after school or on week-ends as this is necessary to receive the training and school credit. It is further understood that transportation will be furnished by the student/learner.

_____
(Parent or Guardian)

(Cut along this line and keep bottom portion for your information.)

If you have any questions concerning this program, please call _____

at _____ High School.

Phone _____

94

(Form 15)

County _____
District _____
Address _____
Project No. _____

APPLICATION FOR FUNDS

to conduct a

SPECIAL VOCATIONAL EDUCATION PROGRAM

for

COOPERATIVE STUDENTS

at

School Where Classes are to be Conducted _____

From _____ 19___ _____ 19___

SERVICE AREA
(Check One)

Agriculture _____ Health _____

Distributive _____ Home Ec. Gainful _____

Trades & Industrial _____ Office _____

Prevocational _ _ ___ __

Specific Name of Course to be Conducted _____

Year of Operation _____

Name of Person to Direct Program _____

Address _____ Phone No. _____

Submitted in three copies to the
Office of Vocational Education
State Department of Education
Columbia, South Carolina

SDE 26-017-00
Revised 1975

County _____
District _____
Address _____
Project No. _____

PLANS FOR COURSE

1. Specific name of course to be conducted.

2. List specific types of job training stations.

3. Describe in detail the criteria used in student selection. If more than one criterion is used, list the number of students selected under each criterion. For example: 10 students reading two grades below norm. Consult State Plan for Vocational Education to verify that students selected are eligible for this program.

4. Describe the instructional program listing the major units of instruction to be provided. List the approximate percent of time to be devoted to each major unit of instruction.

5. OBJECTIVES – List overall objectives of the course.

6. EVALUATION – List methods of evaluation for overall objectives stated.

7. Evaluate the ongoing program to include strengths and weaknesses to improve effectiveness of the program. React to the last evaluation of this course and state specifically what is being done to better meet the needs of students enrolled.

8. Describe facilities available to conduct proposed course, including school or schools where course will be conducted, size and adequacy of classrooms, and facilities available, such as equipment and training aids.

County _____
District _____
Address _____
Project No. _____

9. **EQUIPMENT LIST**

QUANTITY	BRIEF DESCRIPTION OF EACH ITEM	UNIT COST	TOTAL

County _____
District _____
Address _____
Project No. _____

10. CONSUMABLE AND/OR INSTRUCTIONAL SUPPLIES

QUANTITY	BRIEF DESCRIPTION OF EACH ITEM	UNIT COST	TOTAL

SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION

County _____
District _____
Address _____
Project Number _____

11. MANPOWER REQUIREMENTS TO CONDUCT PROPOSED COURSES

School Name	School Code No.	Teacher	Field(s) in which Certified	Certificate					Time Schedule for Each Teacher							
				No.	Gp.	Cl.	Gr.	Yrs. Exp.	No. Mo. Emp.	OE Code No.	Projected Enrollment		% time devoted to this program	No. Class Periods per day	Length of class periods in mins.	No. times class meets per wk.
											M	F				

93

99

SDE 26-017-00

100

County _____
District _____
Address _____
Project No. _____

12.

SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION

PROPOSED BUDGET

From _____ 19__ to _____ 19__
(Insert month & day)

CLASSES WILL BE CONDUCTED AT _____ SCHOOL

TEACHER	ELIGIBLE		SALARIES		EQUIPMENT		SUPPLIES		TRAVEL	
	State Aid (1)	Local Sup. (2)	Voc. Federal (3)	Local (4)	Voc. Federal (5)	Local (6)	Voc. Federal (7)	Local (8)	Voc. Federal (9)	Local (10)

Social Security & Retirement _____ % $_____

Indirect Cost will be charged: Yes_____ No _____

Totals Requested	$ _____	$ _____	$ _____	$ _____	$ _____	$ _____	$ _____	$ _____	$ _____	$ _____
Totals Approved	$ _____	$ _____	$ _____	$ _____	$ _____	$ _____	$ _____	$ _____	$ _____	$ _____

	Vocational	Local	State Aid
Total Funds Requested	$ _____	$ _____	$ _____
Total Funds Approved	$ _____	$ _____	$ _____

Total Budget Approved $ _____

In Columns 1 & 2, list the amount teacher would be paid from State Aid and Local Supplement if employed as academic teacher.
In Columns 3 & 4, list the proposed salary to be paid teacher.
Salary paid to a teacher cannot exceed the State Aid plus Local Supplement paid to other teachers in the system with the same certification.

94

101

SDE 26-017-00

102

County _____
District _____
Address _____
Project No. _____

I HEREBY CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS TO THE BEST OF MY KNOWLEDGE CORRECT AND THE SCHOOL DISTRICT NAMED ABOVE HAS AUTHORIZED ME AS ITS REPRESENTATIVE TO FILE THIS APPLICATION. THE COURSE WILL BE CONDUCTED AS APPROVED AND ONLY ELIGIBLE STUDENTS SELECTED AS SHOWN IN QUESTION 4 WILL BE ENROLLED. THE DISTRICT IS IN COMPLIANCE WITH THE CIVIL RIGHTS ACT OF 1964.

THE MINIMUM ENROLLMENT AS SPECIFIED IN THE DEFINED MINIMUM PROGRAM IS BEING MET IN THE COOPERATIVE CLASSES.

_____
Signature of District Superintendent

_____
Date

RESOURCE MATERIALS

104

SOURCES OF SUPPLEMENTARY MATERIALS

Names and addresses of distributors of supplementary materials for office occupations:

A. B. Dick
5700 Touhy Avenue
Chicago, Illinois 60648

American Bankers Association
90 Park Avenue
New York, New York 10016

American Institute of
Certified Public Accountants
666 Fifth Avenue
New York, New York 10019

Anaheim Publishing Company
1120 East Ash
Fullerton, California 92631

Association Films, Inc.
561 Hillgrove Avenue
LaGrange, Illinois 60425

Audio-Visual Services Department
Chamber of Commerce of the U. S.
1615 H. Street, N.W.
Washington, DC 20006

A. W. Faber Castell Pencil Company
41 Dickerson Street
Newark, New Jersey 07103

Bank of America
Small Business Advisory Service
P. O. Box 3415
San Francisco, California 94120

Barnes & Noble
105 Fifth Avenue
New York, New York 10011

B'Nai B'rith Vocational Service
1730 M. Street, N.W.
Washington, DC 20036

Business Education Division
Olivetti Underwood Corporation
1 Park Avenue
New York, New York 10016

Business Education Films
5113 16th Avenue
Brooklyn, New York 11204

Business Equipment Manufacturers Assoc.
235 East 42 Street
New York, New York 10017

Career Information Service
New York Life Insurance Company
51 Madison Avenue
New York, New York 10010

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Carter's Ink Company
Cambridge, Massachusetts 02412

Charles E. Merrill Publishing Company
A. Bell & Howell Company
Columbus, Ohio 43216

Citizens and Southern Bank
P. O. Box 3158
Richmond, Virginia 23235

Coronet Films
65 East South Water Street
Chicago, Illinois 60601

Cousino Visual Education Service
1945 Franklin Avenue
Toledo, Ohio 43624

Dictation Disc Company
170 Broadway
New York, New York 10038

Dictionary Department
Dan River, Inc.
119 West 40th Street
New York, New York 10018

Director of Educational Relations
Insurance Information Institute
110 Williams Street
New York, New York 10038

Ditto, Inc. (Local Representative)

Eaton Paper Company
Public Affairs Committee
Pittsfield, Massachusetts 01203

Encyclopedia Britannica, Inc.
425 North Michigan Avenue
Chicago, Illinois 60611

Federal Deposit Insurance Corporation
Office of Education and Publications
550 17th Street, N.W.
Washington, DC 20259

Federal Reserve Bank of Atlanta
Atlanta, Georgia 30303

Friden, Inc.
Division of the Singer Company
San Leandro, California 94577

Future Business Leaders of America
1201 16th Street, N.W.
Washington, DC 20036

General Electric Company
Educational Relations Service
1 River Road
Schenectady, New York 12306

Harcourt, Brace & World
7555 Caldwell Avenue
Chicago, Illinois 60648

H. M. Rowe Company
624 North Gilmor Street
Baltimore, Maryland 21217

IBM
590 Madison Avenue
New York, New York 10022

Internal Revenue Service
(District Office)

ITT Educational Publishing
4300 West 62nd Street
Indianapolis, Indiana 46206

McGraw-Hill Book Company
Hightstown
New Jersey 08520

Milady Publishing Corporation
3839 White Plains Road
Bronx, New York 10467

Modern Talking Picture Service
160 East Grand Avenue
Chicago, Illinois 60611

Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60901

National Blank Book Company
National School Service Bureau
Holyoke, Massachusetts 01040

National Cash Register Company
Main & K Streets
Dayton, Ohio 45409

National Educational Films
NEA Building
1201 16th Street, N.W.
Washington, DC 20036

National Secretaries Association
1103 Grand Avenue
Kansas City, Missouri 64106

New York Stock Exchange
11 Wall Street
New York, New York 10005

Parker Publishing Company
Department 6848-MI
West Nyack, New York 10994

Pitman Publishing Corporation
20 East 46th Street
New York, New York 10017

Pocket - Books
A Division of Simon & Schuster, Inc.
1 West 39th Street
New York, New York 10018

Poster Visual Aids
58 Union Street
Milford, New Hampshire 03055

Prentice-Hall Book Division
Englewood Cliffs, New Jersey 07632

R. C. Allen Business Machines, Inc.
Education Department
Grand Rapids, Michigan 49502

Reprint Department
Today's Secretary
330 West 42 Street
New York, New York 10036

Royal Typewriter Company, Inc.
Division of Litton Industries
150 New Park Avenue
Hartford, Connecticut 06106

Rowe Publishing Company
600 West Van Buren
Chicago, Illinois 60607

Social Security Office
(Local Area)

South Carolina Bankers Association
Columbia
South Carolina 29201

South Carolina Employment
Security Commission
(Local Office)

South-Western Publishing Company
5101 Madison Avenue
Cincinnati, Ohio 45227

Tangley Oaks Educational Center
801 Green Bay Road
Lake Bluff, Illinois 60044

Teaching Aids, Inc.
P. O. Box 3527
Long Beach, California 90803

The Cartnell Corporation
4660 Ravenswood Avenue
Chicago, Illinois 60640

The Glidden Company
Executive Offices
900 Union Commerce Building
Cleveland, Ohio 44115

U. S. Department of Labor
Bureau of Labor Statistics
Washington, DC 20212

Visual Products Division
3M Center
2501 Hudson Road
St. Paul, Minnesota 55101

INSTRUCTIONAL MATERIALS

TEXTBOOKS AND PAMPHLETS

Agnew, Cornelia, and Pasewark, Office Machines Course, South-Western.

Andrews, Opportunity Knocks Series, McGraw-Hill.

Archer, Brecker, Frakes, and Steward, General Office Procedures, McGraw-Hill.

Aurner and Burtness, Effective English for Business Communication, South-Western.

Awad, Business Data Processing, Prentice-Hall.

Balsley and Robinson, Integrated Secretarial Studies, South-Western.

Baron and Steinfeld, Clerical Record Keeping, South-Western.

Baron and Steinfeld, Clerical Record Keeping, Course II, South-Western.

Barron and Taylor, Clerical Office Training, Prentice-Hall.

Bassett and Goodman, Business Filing and Records Control, South-Western.

Bate and Casey, Legal Office Procedures, McGraw-Hill.

Blackledge, Blackledge, and Keily, The Job You Want – How To Get It, South-Western.

Bredow, Medical Office Procedures, McGraw-Hill.

Brendel and Near, Punctuation Drills and Exercises, Programmed for the Typewriter, McGraw-Hill.

Briggs and Gossage, Mathematics Skill Builder, South-Western.

Bux, Key Punch Training Course, South-Western.

Byers, 10,000 Medical Words, McGraw-Hill.

Calhoun and Finch, Human Relations for Office Workers: A Case Approach, C. E. Merrill Company.

Cansler, Fundamentals of Mimeographing, A. B. Dick Company.

Carner, Etiquette in Business, McGraw-Hill.

Casady and Casady, Business Letter Typing, South-Western.

Cashman, Basic Principles of Data Processing, McGraw-Hill.

Cashman and Keys, Data Processing: A Text and Project Manual, McGraw-Hill.

Cleary and Lacombe, English Style Skill-Builders, McGraw-Hill.

Crank, Doris H., et. al., Words: Spelling, Pronunciation, Definition, and Application, McGraw-Hill.

Dame, Patrick, and Grubbs, Exploratory Business, McGraw-Hill.

Daris, Human Relations in Business, McGraw-Hill.

Debrum, Haines, Malsbary, and Daughtrey, General Business for Economic Understanding, South-Western.

Dodd, Kenedy, and Olsen, Applied Economics, South-Western.

Dool, Business Machine Exercises, McGraw-Hill.

Doris and Miller, Complete Secretary's Handbook, Prentice-Hall.

Fahrner and Gibbs, Basic Rules of Alphabetic Filing, Program Instruction, South-Western.

Fasnacht and Bauernfeind, How to Use Business Machines, McGraw-Hill.

Fisher, Intensive Clerical and Civil Service Training, South-Western.

Fisk, Mictus, and Snapp, Applied Business Law, South-Western.

Fries and Clayton, Timed Writings about Careers, South-Western.

Fries, Rowe, Travis, and Blockhus, Applied Secretarial Procedures, McGraw-Hill.

Fueri, D'Areo, and Orila, Introduction to Computer Operations, McGraw-Hill.

Gallagher and Heath, Insurance Words and Their Meanings, The Rough Notes Co., Inc., Indianapolis, Indiana.

Gavin and Sabin, Reference Manual for Stenographers and Typists, McGraw-Hill.

Getz, Business Law, Prentice-Hall.

Guthrie, Alphabetic Indexing, South-Western.

Hall, Musselman, and Price, General Business for Everyday Living, McGraw-Hill.

Heckmann and Huneryager, Human Relations in Management, South-Western.

House and Koebele, Reference Manual for Office Personnel, South-Western.

Huffman, Mulkeme, and Russon, Office Procedures and Administration, South-Western.

Huffman, Stewart, and Schneider, General Recordkeeping, McGraw-Hill.

Huffman, Twiss, and Whale, Mathematics for Business Occupations, McGraw-Hill.

Huffman, Twiss, and Williams, Math for Business Careers, McGraw-Hill.

Hutchinson, Standard Handbook for Secretaries, McGraw-Hill.

Kahn, Yerian, and Stewart, Progressive Filing, McGraw-Hill.

Keily and Kushner, How to Find and Apply for a Job, South-Western.

Kelsey, Raynor, Handbook of Life Insurance, Institute of Life Insurance, 277 Park Avenue, New York, NY 10017.

Kurty, Adams, and Vezeau, 10,000 Legal Words, McGraw-Hill.

Lamb, Word Studies, South-Western.

Laird and Laird, Practical Business Psychology, McGraw-Hill.

Larsen and Koebele, Reference Manual for Office Employees, South-Western.

Leslie, 20,000 Words, McGraw-Hill.

Lessenberry, Crawford, Erickson, Beaumont, and Robinson, Century 21 Typewriting, South-Western.

Lessenberry, Crawford, Erickson, Beaumont, and Robinson, Typewriting Style Manual, South-Western.

Liles, Brendel, and Krause, Typing Mailable Letters, McGraw-Hill.

Lyon, Applied Penmanship, South-Western.

McMurtry, Oelrich, Crane, Lee, and Russon, The Administrative Secretary, McGraw-Hill.

Meehan, Pasewark, and Oliverio, Clerical Office Procedures, South-Western.

Meehan, Pasewark, and Oliverio, Secretarial Office Procedures, South-Western.

Morrison, Business Math Skills, McGraw-Hill.

Morrison, A Career in the Modern Office, McGraw-Hill.

Namanny, DuPree, Legal Office Typing, South-Western.

National Association of Legal Secretaries, Manual for the Legal Secretarial Profession, West Publishing Company, St. Paul, Minnesota.

Neuner, Administrative Office Management, South-Western.

Pasewark and Cornelia, Ten–Key Adding–Listing Machine Course, South-Western.

Pasewark, Duplicating Machine Processes: Stencil, Fluid, Offset, and Photocopy, South-Western.

Pasewark, Electronic and Mechanical Printing Calculator Course, South-Western.

Pasewark, Electronic Display Calculator Course, South-Western.

Pendery, Clerical Payroll Procedures, South-Western.

Perkins, Punctuation: A Programmed Approach, South-Western.

Piper and Gruber, Applied Business Mathematics, South-Western.

Rosenberg and Lewis, Business Mathematics, McGraw-Hill.

Rosenberg and Whitcraft, Understanding Business Law, McGraw-Hill.

Russon, Personality Development for Business, South-Western.

Schachter, English the Easy Way, South-Western.

Selden and Others, Filing and Finding, Prentice-Hall.

Senenow, Questions and Answers on Real Estate, Prentice-Hall.

Shilt, Everard, and Johns, Business Principles and Management, South-Western.

Silverthorn and Perry, Word Division Manual, South-Western.

Stewart, Hutchinson, and Zimmer, Business English and Communication, McGraw-Hill.

Strony and Greenway, The Secretary at Work, McGraw-Hill.

Wanous, Statistical Typing, South-Western.

Wanous, Wanous, and Wagner, Fundamentals of Data Processing, South-Western.

Wanous, Wanous, and Wagner, Introductory Data Processing, South-Western.

Wanous and Wanous, Dictionary of Bookkeeping and Accounting Terminology, South-Western.

Webster's New Collegiate Dictionary.

Whitcomb and Cochran, Charm for Miss Teen, McGraw-Hill.

Whitcomb and Lang, Charm: The Career Girl's Guide to Business and Personal Success, McGraw-Hill.

Wigge and Wood, Payroll Systems and Procedures, McGraw-Hill.

Winter, Elmer L., How to Be an Effective Secretary, Pocket - Books.

Wood and McKenna, The Receptionist, A Practical Course in Office Reception Techniques, McGraw-Hill.

ADDITIONAL BOOKS AND PAMPHLETS

American Bankers Association, 90 Park Avenue, New York, New York 10016. (Write for a list of booklets that are available. **Note:** Use the same address to request films and filmstrips.)

A. B. Dick Company, Techniques of Offset; Techniques of Mimeographing.

Institute of Life Insurance, Educational Division, 277 Park Avenue, New York, New York 10017, Policies for Protection.

U. S. Government Printing Office, Dictionary of Occupational Titles and Postal Manual.

American Trucking Association, Incorporated, Washington, DC. (Write for bulletins.)

Association of American Railroads, Washington, DC. (Write for bulletins.)

American Hotel Association Directory Corp. (Write for information.)

Air Express Division of REA Express, New York. (Write for information.)

Bureau of Business Practice, "Just Between Office Girls."

Citizens and Southern Bank, How to Do Your Banking (Booklet and test).

Dan River, Inc., A Dictionary of Textile Terms.

H. M. Rowe Company, Practical English Drills.

H. M. Rowe Company, Essential Business Practice.

Knox Gelatine, A More Attractive You.

Milady Publishing Company, Charm and Poise for Getting Ahead.

National Cash Register Company, History of Accounting.

New York Life Insurance Company, Should You Be a Secretary?

Royal Typewriter Company, You As A Secretary; The Successful Secretary.

South Carolina Employment Security Commission, Job Guide – Entry Occupations in South Carolina.

South Carolina Employment Security Commission, Manpower Requirements and Resources in South Carolina Industry and Occupation.

South-Western Publishing Company. (Contact your representative and obtain copies of the various monographs that are available.)

The Glidden Company, Getting the Right Job.

Local telephone company. (Contact school representative and obtain teaching materials and equipment, such as the teletrainer, pamphlets, etc.)

FILMS AND FILMSTRIPS

AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028, Is A Career in Clerical Work for You?

American Institute of Certified Public Accountants, 666 Fifth Avenue, New York, NY 10010, Men of Account.

Business Education Films, 5113 16th Street, Brooklyn, New York 11204.

The Business Office: Making Things Happen
Opportunities in Clerical Work
Person-to-Person Communication
Various films about data processing and computers
Centrac (Maintaining records)

Correct Telephone Courtesy
Voice of Business
The Fluid Duplicator
The Master
The Mimeograph
The Stencil
Bookkeeping: Occupation and Opportunities
Paying by Check
Applying for a Job
Job Interview
Do I Want to be a Secretary?
The Secretary: Taking Dictation
The Secretary: Transcribing
The Language of Letters
Right at the Typewriter

Coronet Films, 65 East South Water Street, Chicago, Illinois 60601

Office Practice: Business Manners and Custom
Office Practice: Your Personal Attitudes
Writing Better Business Letters
Typing Skills, Daily Job Techniques
Better Choice of Words
Office Practice: Working with Others
Business Filing
Filing Procedures in Business
The Secretary: A Normal Day

Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611

Communicating with the Public
Choosing a Job
Getting a Job and Office Teamwork
Applying for a Job
Getting a Promotion

Journal Films, 909 West Diversey Parkway, Chicago, Illinois 60614, The Business Office: Making Things Happen.

National Career Center, Department FF, 3829 White Plains Road, Bronx, New York 10467, Careers in Business.

Consult the following businesses to learn of educational films and filmstrips that are available to local schools.

Telephone Company (local)
U. S. Postal Service (local)
Office Machines dealers (local)
Banks (local)
Others

TRANSPARENCIES

3M, Clerical Occupations Series.

McGraw-Hill Publishing Company.

South-Western Publishing Company, Personal Development Series.

South Carolina State Department of Education, Office Occupations Education Division. (List of available transparencies listed separately under Instructional Materials Available Through the South Carolina State Department of Education.)

RECORDS

Gregg Secretarial Training Series.

PRACTICE SETS AND SIMULATIONS

Alphabetic Filing Procedures, South-Western.

APEX (Office Simulation), 3M.

Applied Office Typing, McGraw-Hill.

Business Machines Practice Set, McGraw-Hill.

Business Math on the Job, McGraw-Hill.

Business Practice (Clerical), McGraw-Hill.

Business Simulation Set, South-Western.

Clerical Payroll Procedures, South-Western.

Communication Unlimited, Washington.

Computers, People, and Data, South-Western.

Executive Office of America (A Secretary Office Job Simulation), South-Western.

Family Financial Management, South-Western.

Gregg Office Job Training Program, McGraw-Hill.

Gregg Quick Filing, McGraw-Hill.

Highlands Greenhouse (Pegboard Payroll System), South-Western.

Indio Paper Company (Clerk-Typist Job Simulation), South-Western.

Introductory Business Practice, McGraw-Hill.

In/Vest, Insurance Organizations.

Legal Office Typing, South-Western.

Lester-Hill (Office Simulation), McGraw-Hill.

Machine Office Practice, South-Western.

Model Office Practice, Set, McGraw-Hill.

Number Filing on the Job, South-Western.

Payroll Recordkeeping Practice Set, McGraw-Hill.

Payroll Systems and Procedures, McGraw-Hill.

Personal Recordkeeping Practice Set, McGraw-Hill.

Punched-Card Data Processing System, McGraw-Hill.

Punctuation: A Programmed Approach, South-Western.

Professions Accounting, A Business Simulation, South-Western.

Recordkeeping for Small Businesses, South-Western.

SAFECO, Safeco Insurance.

Serendipity, Inc. (Office Simulation), South-Western.

Snow Country Ski Equipment (Typing Practice Set), South-Western.

Southern State Bank, Mississippi State University.

The Office, Glencoe.

Think Metric, South-Western.

TOP Music Services, Inc. (Typing), South-Western.

You Are a Data Processor, South-Western.

South-Western Clerical Set:

- Home Products Company
- The Star Baking Company
- General Insurance Agency
- Crown Jewelry and Appliance Mart
- The Community Department Store
- Apex Supermarket

INSTRUCTIONAL MATERIALS AVAILABLE THROUGH THE SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

The following office occupations instructional materials are available through the State Department of Education, Office of Vocational Education, Office Occupations Education, Columbia, South Carolina 29201.

SUGGESTIONS FOR A PLAN OF ROTATION FOR OFFICE PRACTICE
- Manual (Recommended for Cooperative, Office Practice, and Office Machines classes.)

TRANSCRIBING TRAINING TECHNIQUES
- Teacher's Manual
- Student's Manual
- Transparencies

NEGOTIABLE INSTRUMENTS
- Transparencies

BOOKKEEPING
- Transparencies (6 Sets)
  - Introduction
  - General Journal
  - Recording Goods Sold on Account
  - Cash Receipts Journal
  - Recording Goods Bought on Account
  - Cash Payments Journal

DUPLICATING EQUIPMENT
- Student's Manual
- Teacher's Manual

CURRICULUM GUIDE FOR OFFICE OCCUPATIONS

FULL–KEYBOARD ADDING MACHINE
- Student's Manual
- Teacher's Manual

TEN–KEY ADDING MACHINE
- Student's Manual
- Teacher's Manual

CAREERS IN OFFICE OCCUPATIONS
- Transparencies

OFFICE OCCUPATIONS IN SOUTH CAROLINA
- Brochure

OFFICE OCCUPATIONS
- Teacher's Guide (Unit in Prevocational Education)

PRINTING CALCULATOR
ELECTRONIC CALCULATOR
ROTARY CALCULATOR
KEY DRIVEN CALCULATOR
Student's Manual for each
Teacher's Manual for each

MAILING
Transparencies

CHARM
Transparencies

BANKING
Transparencies

BUSINESS LAW
Transparencies

Typewriting
Transparencies

CO–OP RECRUITMENT
Brochure

LETTER STYLES
Transparencies

OFFICE OCCUPATIONS
Slide/Tape Presentation

NEWSPAPER PUBLICITY TIPS

A teacher/coordinator should make personal contact to inform the editor and his staff about the Cooperative Office Education program.

The lead paragraph of a news story should answer the basic questions of the five W's – WHO, WHAT, WHEN, WHERE, and WHY.

Relationship with Newspaper Media

1. Find the newspapers available in your community.
2. Visit the newspaper offices and meet the editors and educational reporters.
3. Maintain a good, working relationship with the editor and staff of the school newspaper.
4. Submit material that will be interesting to a large segment of people.
5. Be tactful in dealing with newspaper reporters.
6. Follow rules in writing copy.
7. Release announcements as coming from a member of the administration.
8. Be prompt in getting material to newspaper.
9. Alternate releases between morning papers and evening papers. Give different twist to the same story if there are two or more papers competing for the news.
10. Stay in close contact with the editor and his staff.

Basic Guidelines to Follow for Story Feature

1. The beginning of the story should include the five W's mentioned above.
2. Make sure all facts and names are correct – give full names.
3. Do not put your own comments and opinions in the story unless they are used as direct quotes.
4. Write short sentences and short paragraphs (20 - 50 words in a paragraph).
5. Use third person.
6. Use simple, accurate, and vivid words.
7. Report event as soon as it takes place.
8. Get as much human interest into the story as possible (use pictures and names).

9. Check style of newspapers and follow their style. (Is street written as St., street, or Street?)

10. Use FILLERS, small statements to fill a column of type.

Newspaper Terminology

1. **Copy** – A complete story to submit to newspaper.

2. **Deadline** – The latest day and hour the copy must be turned in to the newspaper.

3. **Caption** – A brief description of a news picture including names and titles of subject involved.

4. **Media** – Various channels of communication (radio, television, newspaper, and magazines).

5. **Release Date** – The day and hour the news can be printed.

6. **-30-; # # and End** – Placed at the end of a story.

7. **Head (Headline)** – The title given a story by the editor or reporter.

8. **Draft** – The rough draft (preliminary) copy of a news story.

9. **Wire Service** – National and international news agencies that provide teletype news services.

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